

CIPFA

- A. Senior Administrative Assistant
£3,000—£3,500
- B. Administrative Assistant
£2,000—£2,800

The Chartered Institute of Public Finance and Accountancy has vacancies in its Professional division in 11 shore grades.

Post A is in the education and training section and the main duties will be concerned with the Institute's examinations and students' courses. The work is varied and interesting and should appeal to someone with a sound educational background who has experience of the education, training and examinations activities of a professional body.

Post B is in the finance and accounting section. The main duties consist of recording and accounting for the Institute's income but there will also be other duties of a financial nature. Applicants must be experienced in accounting work and should preferably hold certificates or diplomas in accounting or business studies.

For each post the starting salary will be fixed according to experience and qualifications.

Please apply in writing to the Secretary, CIPFA, 1 Bucklebury Place, London SW1E 6TH by 23th December, 1975 quoting two referees and giving full personal and career details.

COLLEGE OF ESTATE MANAGEMENT CENTRE FOR ADVANCED LAND USE STUDIES RESEARCH MANAGER

The person appointed to this post will have the qualifications and experience necessary to administer and develop the research unit, which is principally concerned with practical research into aspects of land and property.

Salary scale: £4,818-£6,050 (subject to review). Closing date for applications: 9 January, 1976. Further details and application forms from The Secretary, College of Estate Management, Whiteknights, Reading, RG6 2AW. Telephone Reading (0734) 861101.

General Vacancies continued

ilea

CLAPTON PARK (SG) SCHOOL, HACKNEY
(Group 10)

HEAD DESIGNATE OF CLAPTON GIRLS
COMPREHENSIVE SCHOOL (Group 12)

Headship

The headship of Clapton Park School is vacant from Easter 1976 and provides an opportunity for an outstanding applicant to develop a new 6 form entry girls school. The appointment will be to Group 10. From September 1977, it will be to Clapton Girls Comprehensive School (Group 12).

Clapton Girls Comprehensive School is being created from Clapton Park School and John Howard School.

Initially salary will be not less than £8,079-£8,631 (including allowances). From September 1977 it will be not less than £8,466-£9,051, plus appropriate allowances.

Please send addressed foilback envelope for application form and further particulars to the Education Officer, ED/7816, County Hall, London SE1 7PB.

Closing date for applications 9 January, 1976.

The Times Higher Education Supplement Special Numbers for 1976

A list of the special numbers due for publication in 1976 will shortly be available.

If you would like a copy of this list please write to The Advertisement Manager, The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 9EZ.

THE TIMES Higher Education SUPPLEMENT

Devolution plans spark CNNA break-up fears

by David Walker and
David Hencke

The Government's devolution proposals could lead to the break up of such bodies as the Council for National Academic Awards, the Council for Educational Technology and the British Library, it was feared this week.

Such bodies, some of whose members could be nominated by the national assemblies under the terms of the devolution White Paper, could be forced to set up separate administrations in Edinburgh. Alternatively the Scottish Government might and their responsibilities in Scotland will make its own arrangements.

The full implications of the White Paper for "nominated bodies" are not yet clear, but the CNAA, for example, is likely to argue strongly against setting up a separate administration in Scotland, with the support of most Scottish further education teachers.

Dr Edwin Kory, chief officer of the CNAA said this week that the council would be replying to the Department of Education in February.

The White Paper's main proposals on education have not surprised the universities or the Scottish further education sector.

Dr Peter Clarke, principal of Robert Gordon's College of Technology in Aberdeen confirmed that they were very much as expected.

Although he did not see the proposals altering further education in Scotland very much, he admitted that Scottish people might begin to make a distinction between the central institutions and further education colleges under the Scottish Education Department and the universities under University Grants Committee control.

Sniff at Paisley College, another central institution, thought that the Scottish Government would be building up further education in the same manner as the Scottish Education Department did at present.

Most Scottish vice-chancellors follow the line of the Committee of Vice-Chancellors and Principals which this week gave welcome to the White Paper proposal on the universities and the maintenance of the United Kingdom-wide UGC.

It appears that there were only four centres in the whole of England and Wales which admitted more than 30 students to mathematics courses during their three or four-year training course.

The four centres are Manchester Polytechnic and Didsbury College of Education, Trent Polytechnic (including Nottingham College of Education), Borough Road College of Education and St Luke's College of Education, Exeter.

The lowest recruitment was the combined route at Manchester Polytechnic and Didsbury College of Education, where more than 200 students were admitted to mathematics courses last year.

Train, which has released its recruit-

The Association of University Teachers welcomed the proposals, although Mr Laurence Sopor, general secretary, said a ballot of Scottish members on the question is raised was likely.

Professor John McIntyre of Edinburgh University, who took an influential part in the debate on the issue during the summer, emphasized the need for a separate body of Scottish university representatives to get to grips with the problem of liaison with the rest of Scottish education.

It was no reason why as an earnest of its good intention, the UGC could not now set up its Scottish sub-committee proposed in the White Paper.

Welsh university colleges welcomed the Government's devolution proposals to keep them outside the control of the Welsh Assembly but within a United Kingdom University Grants Committee.

The National Union of Teachers and the National Union of Students both called for a comprehensive higher and further education system, which would include the university colleges, to be developed under the Welsh Assembly.

Under the proposals the Welsh Assembly would be responsible for the administration of the further and higher education system, including colleges of further education, colleges of higher education, colleges of education and the Polytechnic of Wales.

Dr Cecil Bevan, vice-chancellor of the University of Wales and principal of University College, Cardiff, said the college would be a part of the UGC.

He said that it could remain its national and international links and belong to a highly knit body, which was well equipped to allocate resources.

The National Union of Teachers welcomed the proposals for higher education system, which would include the colleges of further education, colleges of higher education, colleges of education and the Polytechnic of Wales.

The NUT, however, welcomed a transfer of power from the DES to further and higher education to the Welsh Assembly.

Plaid Cymru also condemned the exclusion of the University of Wales from Assembly control. A spokesman for the party deplored the White Paper's recommendation that the university should continue to be ruled from London.

The number of students, mainly aged 18 and over, on post-A-level courses continued to rise, going up from 208,211 in 1972 to 208,321 in 1973 (up 0.2 per cent). Those studying on a full-time basis exceeded 100,000 for the first time.

The number of overseas students enrolled on full-time and sandwich courses rose by about 5,000 in 1973 to 25,500, an increase of 23 per cent. The total, the "overseas" of students, rose from 23,500 in 1972 to 28,500 in 1973, an increase of 21 per cent.

More than half the overseas students were from Asian countries.

Educational institutions attended in previous year by all entrants to CNAA courses

Percentage of total hours 1973

School	Number	Percentage
Further Education	4,230	12.1
None	2,940	8.3
University	2,390	6.8
Other	475	1.3

Statistics of Education, volume 9, Further Education 1973, HMSO, £3.75

6 in 10 CNAA students come from FE

by Brian MacArthur

Nearly six in ten of the students starting degree courses of the Council for National Academic Awards in autumn 1973 had not spent the previous year in a school.

A new volume of Statistics of Education shows that 4,230 (31 per cent) of the 13,810 students entering CNAA courses in 1973, had been in further education, 2,940 had not been in an educational institution and 330 (2.4 per cent) had been to universities. One in 10 of the students had been on part-time or evening courses in further education.

According to the new statistics there were 156,704 students in polytechnics in November 1973, of whom:

- 36,242 were women;
- 35,326 were on CNAA first degrees;
- 5,971 were on university first degrees;
- 116,496 were on advanced courses (beyond A level);
- 78,051 were on part-time courses.

There were 153,559 students registered on university adult education courses. Some 56,857 (68 per cent) out of 82,416 on tutorial, occasional or term-time courses attended regularly. The Workers' Educational Association had 112,332 registered students. In the same categories, 41,794 (78 per cent) out of 53,416 were "effective" in this way.

The number of students enrolled at grant-aided further education establishments increased by 33 per cent between 1963 and 1973, rising from 2,613,000 to 3,518,000.

The growth in full-time and sandwich students was even higher over the same period—up from 176,000 to 304,000, a rise of 73 per cent. The number of students on day-releases from employment, however, continued to fall.

Within the overall student total, the proportion of women on further education courses rose again in 1973, from 28 per cent to 31 per cent. Of women enrolled went up by 110,496 to 1,174,960 (a rise of 10 per cent), which accounted for a large part of the total increase in further education enrolments.

Male enrolments at evening institutes also rose slightly, but there was an overall decline in the number of men enrolled at other grant-aided establishments.

The number of students, mainly aged 18 and over, on post-A-level courses continued to rise, going up from 208,211 in 1972 to 208,321 in 1973 (up 0.2 per cent). Those studying on a full-time basis exceeded 100,000 for the first time.

The number of overseas students enrolled on full-time and sandwich courses rose by about 5,000 in 1973 to 25,500, an increase of 23 per cent. The total, the "overseas" of students, rose from 23,500 in 1972 to 28,500 in 1973, an increase of 21 per cent.

More than half the overseas students were from Asian countries.

Educational institutions attended in previous year by all entrants to CNAA courses

Percentage of total hours 1973

School	Number	Percentage
Further Education	4,230	12.1
None	2,940	8.3
University	2,390	6.8
Other	475	1.3

Statistics of Education, volume 9, Further Education 1973, HMSO, £3.75

University pecking order
Split-site campuses
Four pages of religion books
Review of a new Edith Wharton biography
Christopher Cornford: art and politics

NEXT WEEK

Printed and Published by the Times Newspapers Limited, 1, Abchurch Lane, London EC4N 3DF. Telephone: 01-4753 4000.

Higher Education SUPPLEMENT

December 12, 1975. No. 216

Price 12p

More cuts will hit universities' national efforts, v-cs say

by David Walker

University vice-chancellors told the Government this week that financial constraints could go no further without seriously undermining the universities' national role.

In a major statement the Committee of Vice-Chancellors and Principals urged the Government to restore long term financial planning and to rectify the "injustice" done to university teachers over their salary claim.

It said: "Universities have had no alternative but to make extensive expenditure cuts of an order which cannot be repeated and it is from this weakened financial base, and without any planning framework for future operations, that they face a situation in which they are making every effort to meet their increasing commitments as well as the accelerating demand for university entry from well qualified students."

Nevertheless the statement's conclusion is optimistic. The CVCP said that if the universities were given "realistic" recurrent grants whose values were subsequently maintained in real terms they would do everything in their power to help satisfy the numbers of potential entrants to an extent exceeding the proportionate real increase in their grants.

Likewise if university autonomy within an effective system of long term planning and financing were ensured, university standards could be kept up and their national role fulfilled.

The CVCP catalogued the universities' success even in light economic circumstances in meeting increased student demand and evicting attention to areas of national importance. The CVCP was confident that any examination of the record of the universities would leave no doubt that they had always reacted, and would continue to react, positively to the challenge of the nation.

"With the exception of studies in particular fields within science and technology—such as petroleum engineering—quite apart from expanding numbers in medicine, dentistry, and law and social work."

"The universities have sustained the programme to expand the numbers of doctors who train in their medical schools. This effort is of vital importance to the future of the National Health Service."

The statement went on to describe ways in which university



THE WAITS

in the postgraduate field could be seen in the fact that the number of university postgraduates studying part time exceeded the total of all postgraduate degree students full and part time in all other centres of higher education.

The universities had been flexible. In recent years they had taken the steps necessary to meet the need demonstrated in a series of national reports for greater numbers of highly trained men and women in particular fields within science and technology—such as petroleum engineering—quite apart from expanding numbers in medicine, dentistry, and law and social work.

"The universities have sustained the programme to expand the numbers of doctors who train in their medical schools. This effort is of vital importance to the future of the National Health Service."

The statement went on to describe ways in which university

organisations had adapted to such changes in manpower requirements. Staff: student ratio had worsened in several areas and efforts made to transfer staff between departments was limited since university teachers were expert in particular fields of knowledge.

In most subjects outside medicine the ratio of staff to students was 1:10, less favourable than in further education. If such ratios were to be maintained, staff cuts would be necessary, and the success of the intensive British degree course, will no longer be possible.

The universities needed a guaranteed planning perspective and the security of grants—in real terms—which lasted more than one year. They needed the assurance, too, that at the end of the present period of restraint they would be able to take up growth programmes.

The statement went on to describe ways in which university

Graduates go for public service money

Good graduates from universities and polytechnics were forsaking industry for the high initial salaries paid in the public service according to a survey of 1974 graduates published on Wednesday.

The annual report of the Central Services Unit for university and polytechnic careers and appointments services based at Manchester University, said that 1974 was "a vintage year" for graduate jobs. However, not few were attracted into industry for Britain to keep its "competitive edge".

"Initial salaries for graduates in most categories of employment have risen substantially during the year but some appointments with public authorities can bring higher financial returns especially in the early years, than graduate jobs in industry."

"Since this can be a time of life when the need for money is particularly pressing, the relatively high salaries elsewhere must militate against people taking responsibility in industry," the report added.

Some of those graduates best equipped for a career in industry hesitated before accepting permanent employment. The report said employers and appointments services had to overcome such reservations by clearly describing "the excitement, intellectual challenge and rewards" to be gained from industrial activity.

However it was equally plain that the starting salaries offered in industry were not competitive.

The report was more sanguine about general prospects for graduates in both 1974 and 1975. Problems had been met, areas such as architecture, graduates who delayed a decision on jobs until after early September could be shut out. Nevertheless 1974 was a better year than most career officers had dared to hope.

"It served to reinforce the belief that graduates, far from being peculiarly disadvantaged by sharp rises in general unemployment, are arguably in a more favourable position than almost any other large group coming to the job market for the first time."

The Central Services Unit bulletin of vacancies in 1975 had shown a drop of nearly 30 per cent on vacancies last year.

Story, page 32

AUT claim settled

University teachers are to get the £6 a week they are allowed under the Government's Income policy. The starting salary of a lecturer will now be £13,744 and the minimum for a senior lecturer £16,234 locked into October 1.

Story, page 32

PE honours offered

Birmingham University is to run a special honours degree in physical education from next year. Since 1946 the subject has been available in combination with a degree course, but the new honours BA will strengthen the teaching of physical education as an academic discipline.

Polytechnic enrolments for full-time and sandwich courses for 1975-76 have increased by 8 per cent over last year, according to a preliminary survey by the Committee of Directors of Polytechnics.

If enrolments at the colleges of education merged with polytechnics since 1974 are included, the total full-time and sandwich enrolment of the polytechnics in England and Wales exceeded 97,000.

Contents

Theology

Bernice Martin.
Christopher Spencer and Peter Winch contribute reviews of religious books, pages 22-25

Top universities

David Walker asks if there is a pecking order for British universities, page 7

Tuition fees

Edited extracts from the vice-chancellors' report, page 8. Leader page 16

Art and technology

Christopher Cornford makes a case for the existence of art colleges, page 17

Literature

Denis Welland reviews a biography of Edith Wharton; John Killham on James Kincaid's book on Tennyson, page 18

Micropublishing

Mary Nash discusses an answer to academic publishers' financial difficulties, page 27

Don's diary	5
US news	14
Overseas news	15
Letters	10, 11, 16
Noticeboard	12
Books	18-25
Classified index	28

NUS CONFERENCE—SCARBOROUGH

Reports by David Hencke and Brian MacArthur

Ballot storm builds up over 'misrepresentation'

The threat that surrounded the issue of a secret national ballot to elect the executive of the National Union of Students could be followed by an equally serious row at the next NUS conference.

The right wing and liberalist Socialist delegates who called for such a ballot were overwhelmingly defeated by 344,473 to 115,720 with 24,613 abstentions on a card vote. But the man who vigorously threw his weight among the pigmies was NUS deputy president, Mr. Al Stewart, when he claimed that direct elections were, according to the Electoral Reform Society, "unworkable, undemocratic and quite unprincipled."

His colleagues on the Broad Left consider his statement in no way serious. He said it was that Conservatives and Liberals intend to make considerable capital of next term.

It is considered that the Electoral Reform Society's committee were misrepresenting the NUS. The release of the text of the Electoral Reform Society letter by the Federation of Conservative Students, shows that no comments about the unworkability of elections were made, although the society cannot be said overwhelmingly to favour direct elections.

The latter does show other proposals for electoral reform, including amendments for procedure at national conferences and a uniform election, which could include secret ballots, for the election of delegates from colleges to conference. The Federation of Conservative Students intends to use these points for a new campaign to amend this constitution.

A statement after the debate signed by the Federation of Conservative Students, Students for Representative Policies and the Union of Liberal Students, expressed its "profound disgust at the political bankruptcy of a union leadership that found it necessary to misrepresent grossly the evidence of the Electoral Reform Society on the electoral structure of NUS."

"We find it significant that the defence of the present structure



Top table: from right to left—Charles Clarke, Broad Left; John Webster, Communist Broad Left; Trevor Phillips Third World Broad Left.

Clarke attacks university unions for lack of support

Expenditure cuts which have hit teacher training and further education much harder than universities were part of a tactic of "divide and rule" by the present Government, Mr. Charles Clarke, president of the National Union of Students told delegates in his opening address on Friday.

"It is clear that public expenditure cuts are a central part of the Government's economic strategy. The fact that the NUS is opposing, and in many places playing a really leading role in the fight, takes us right to the heart of British political life."

"We have a great weapon on our side and that is information, for it is my conviction that the greater our success in transmitting widely the true effects of the Government's own policies, the greater will be the opposition to their plans."

Mr. Clarke severely criticized the university unions for not playing a major role in the campaign because they had escaped relatively unscathed from the Government's cut-back.

"The leadership of some, not all, large university unions appear to be incapable of standing up and watching the fight. They have not attended some of our national and local demonstrations, nor have they mobilized for them; they seem to look at the fight to save education as though it had nothing to do with them, with a lack of concern which will ultimately destroy the education sector which they claim to represent."

He also criticized what he saw as "attempts to interfere in the internal democracy and accountability of

Restrictions on overseas students 'racist'

Restrictions on the entry of overseas students to colleges and universities and increases in overseas tuition fees were condemned as racist by the conference.

A motion declaring that such proposals "must be seen in the context of the increasing use of racist arguments by various groups which attempt to lay the blame for the economic crisis on ethnic minorities" was overwhelmingly passed. Only eight students voted against.

The motion condemned calls for increased fees by politicians and as Dr. Keith Hampton, Conservative spokesman on education, at a deliberate and systematic attempt to exclude from post-school education overseas students who are not privately wealthy or backed by government or business interests. It said that the consequences of such action would be to restrict educational opportunity to the million elite in those countries.

"Many overseas students have no choice but to come to Britain due to a history of exploitation and repression in their own countries which has resulted in a desperate need to provide education for their students and also to those who come from fascist countries."

The motion also expressed concern about the Inner London Education Authority report which recently suggested that out of foreign student numbers could be used to provide places for British students.

Mr. Trevor Phillips, an executive member, called on students to organize a day of action to protest about the treatment of overseas students and to ask vice-chancellors to reconsider proposals to increase tuition fees.

Course range expands

A new guide to British universities shows that the range of courses to be provided next year has substantially increased.

The guide, *Which University 1976*, shows that the universities are expanding their science courses into new fields.

Which University 1976, Haymarket Publishing Ltd. £12.00.

400,000 for SISCON

The Leverhulme Trust has given £400,000 to the SISCON (Science in a Social Context) project. The work was previously funded by a grant from Nuffield and will now be able to continue until 1979.

Slush of the teaching material developed by SISCON is now in use and the grant will be used partly to evaluate it.

Composer honoured

Adam University last week awarded an honorary degree to Mr. Richard Rodney Bennett, the composer, making him the first musician to be awarded by the university.

Student appeal

Edinburgh University students have launched a £500,000 appeal to provide money to improve and expand the student centre. They plan to hold a conference in which would be available for public use.

World project head

Warford University has appointed Dr. David Edwards as new director in project planning centre for developing countries. Dr. Edwards, who will take up a university post at warford, was previously assistant director for research at the centre.

More light on lasers

The Science Research Council has been £105,300 to Heriot-Watt University for research in tunable laser spectroscopy under Professor S. D. Smith and Dr. Carl Ridgeon.

Firm commitment to nationalization

The crisis of capitalism would be averted when the means of production, distribution and exchange were nationalized, the conference decided by a majority of 120,000 to 131,000, with abstentions.

The motion, which was adopted by the National Union of Students, said that the conference statement was misleading and hollow since the SNP supports NUS policy on grants, education cuts and education after devolution. A motion supporting a comprehensive higher education system, including planning, the universities under national assembly control in Scotland and Wales was supported.

Grant cuts campaign promised

A comprehensive campaign against the Government's "vicious policy of education cuts and for high cost of education for the majority of Scottish people."

The move was condemned by the Federation of Student Nationalists, representing 15 nationalist societies at Scottish universities and colleges, which will be approaching the NUS to seek clarification.

A statement from the NUS SNP group said that the conference statement was misleading and hollow since the SNP supports NUS policy on grants, education cuts and education after devolution. A motion supporting a comprehensive higher education system, including planning, the universities under national assembly control in Scotland and Wales was supported.

ATTI gives guarded support to regional plan

by Frances Gibb

The Association of Teachers in Technical Institutions gave guarded support this week to the Council of Local Education Authorities' proposals to set up Further Education Advisory Councils in the Regions (FEACs) but claimed they did not go far enough.

The association called for the establishment of a national council for further and higher education, just as the Council for National Academic Awards and the Association of Polytechnic Teachers did in their evidence last week.

In its comments to the Department of Education and Science the ATTU says that the proposed FEACs do not answer the ATTU's present criticisms of the RACs. These are that the teaching profession is inadequately represented in their policy making committees, and that the RACs' function is restricted primarily to the distribution rather than the development of courses.

But the ATTU recognizes that its own proposals for these changes have not yet received sufficient support and so backs the CLEA proposals as being a "marked improvement" on present arrangements.

The terms of the FEACs should be spelled out more fully however; in particular the need for cooperation with other relevant bodies.

This has special significance in relation to the universities and the teacher education functions of the proposed bodies, the ATTU says.

Closer cooperation between universities and the public sector is essential, the ATTU says. It may be desirable for representatives of an individual FEAC to discuss with universities in its region the setting up of a forum in which mutual concern.

While accepting that new regional bodies would be advisory, the ATTU proposes that they might be able to comment on proposals for major capital developments in a local authority.

The ATTU supports the proposal that the administrative costs of the FEACs be divided equally between local and central government. It emphasizes the need for links between the regional bodies and a reconstituted national advisory council for further education if the two levels of advice are to be complementary and effective.

Among the functions of the FEACs outlined by the ATTU are: to advise on the development of further and higher education outside the universities, including induction and in-service training of teachers; to coordinate development and planning undertaken by local authorities and ensure there is adequate provision without duplication; to consult and cooperate with universities, teacher organizations and the Training Services Agency, and

ascertain the needs of industry, commerce and the professions.

The ATTU welcomes the CLEA's proposals that teaching professionals would be given greater representation on the governing council of regional bodies than they have in existing RACs.

But the proposals do not give adequate representation to other interested parties such as both sides in industry and the universities, it says. The one-third representation proposed for "other interests" should be increased to two-thirds and the rest divided equally as suggested.

Main committees of the FEACs should have delegated powers to act without reference to the governing council, the ATTU suggests. There should be a standing committee which would meet frequently, the governing council in which members of policy could be referred.

CYCP, ATT, UCET, page 6



Mr. Wilson, the Prime Minister, conferred an honorary doctorate at Bradford University last Saturday on Sir Fred Hoyle, Honorary Research Professor of Physics and Astronomy at Manchester University.

Jeering students stop Mulley visiting library

by Annabel Ferriman

Mr. Mulley, Secretary of State for Education, was prevented from visiting Sheffield Polytechnic's new £600,000 library last week by 200 jeering students.

Clashing, "Mulley out" and "No more cuts" the students lined the entrance to the four-storey building. Despite police efforts to clear a path, Mr. Mulley and about 20 other guests, had to give up and return to the polytechnic main building.

During the afternoon, during the official opening ceremony in the main hall, a group of about 40 students staged a walk-out as soon as Mr. Mulley started speaking.

Mr. Mulley said that despite the behaviour of the students, he was pleased to be opening the library, which will house 200,000 books, 3,000 periodicals and 800 readers.

He felt that the polytechnic had shown what a valuable job they could do in providing vocationally-oriented degree courses and sub-degree and part-time work. Great credit was due to the staff, he said, but in future, priority should be given to the 16 to 19 age group.

While holding up to what we have gained, we should start planning to advance our position in post-school education, and do more to meet the needs of the 16-19 year olds who are moving from learning in earning.

"We cannot advance on all fronts. We never could, and in this difficult economic situation the scope for immediate advance is virtually nil. We have to choose our priorities within existing resources and prepare the ground for future advances. The 16-19 year olds are one of my priorities."

The ceremony also conferred an honorary fellowship on Sir Eric Meadhead, chairman of the governing body of Sheffield Polytechnic from 1969-75, after whom the library is named.

After attempting to visit the new library, Mr. Mulley met four of the polytechnic's student leaders, who made representations about the various students' spending cuts and several local issues, including the polytechnic's plans for playing fields and increased student union provision. This meeting, however, was also interrupted by a large group of protesting students, whereupon Mr. Mulley left.

NF disruption: Chile row ousts Miss Slipman

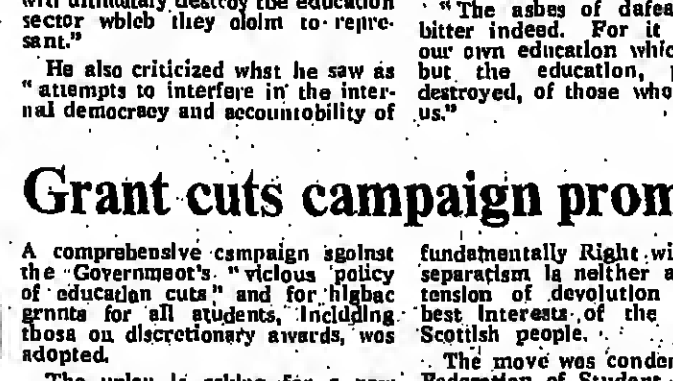
The National Union of Students has called for Mr. Roy Jenkins, Home Secretary, to establish a public inquiry into the incidents surrounding the breaking up of a National Council for Civil Liberties meeting at the University of Manchester last week.

The meeting, on Northern Ireland, was broken up by people believed to belong to the National Front and Ulster Defence Force, who are alleged to have thrown a rock at the chairman, and thrown half bricks, bottles and chairs at students. They also caused damage estimated at £1,200 in a rampage round the union building.

According to the NUS, police arrested a number of National Front members but no charges have yet been preferred. Mr. Alan Davies, a member of UMIST student union, said: "No student can be safe while members of the National Front continue to operate within our student unions."

A motion calling for members of the National Front to be expelled from the NUS was defeated after a passionate plea from Mr. Charles Clarke, President of NUS, who said that to expel members was not the solution.

After an emotional debate the National Union of Students reaffirmed its ban on National Front speakers in student unions.



Miss Sue Slipman, national secretary, was relieved of her post as international organizer after a row over recognition of students from Czechoslovakia at a Chile seminar organized by the NUS and the International Union of Students, and over the Union's policy of protesting against the imprisonment of students in India.

Grant cuts campaign promised

The union is asking for a new rate of £985 to cover inflation with students in London getting £1,080. Present grants are £740 a year with London students receiving £810.

The union is pledged to co-operate with trade unions in opposing cuts in the education sector and organizing both national and regional demonstrations which have been particularly successful in areas like Exeter, Loughborough, Liverpool and Bristol.

There will also be a tougher line against mergers and closures of colleges of education following over-riding approval of an emergency motion. Students at colleges facing closure have been asked to join a co-ordinating committee to fight the policy and ask for support from trade unions in resisting cuts.

An angry clash at the next meeting of the Scottish Council of the National Union of Students can be expected following adoption of an emergency motion by the Scottish Council of Education, Edinburgh, attacking the Scottish Nationalist Party.

The NUS conference supported a statement by the college that the SNP are opportunistic, dishonest and

Hint of UGC money priority

The allocation of money by the Universities Grants Committee next year could reward those universities which will break even, it was hinted this week.

The UGC allocation for 1976-77 which will be announced in the New Year, is likely to discriminate against universities such as Leeds and Sussex which will end the year in surplus, and against those which have overruns.

The UGC's position was hinted at during its recent visit to Sussex University where its planning staff decided that Sussex's recurrent grant for 1976-77 was likely to be less in real terms than for 1975-76.

Sussex could be penalized for having a surplus at the end of this year amounting to about £300,000 at the present rate of inflation.

The UGC is believed to be pessimistic about getting more money in real terms than for 1975-76 and so will be forced to squeeze both the universities which have grown more than expected and those which have failed to meet their quinquennial targets.

At Sussex the UGC reiterated its belief in five-year planning periods and asked the university to look ahead as if a new quinquennial were to start in 1977.

Oxbridge blow to new exam

The schools examinations boards associated with Oxford and Cambridge Universities have launched a strong attack on recent proposals from the Schools Council for a new examination between O and A level.

The Cambridge Local Examinations Syndicate, the Oxford Delegation of Local Examinations and the Oxford and Cambridge Schools Examination Board last week issued a statement disagreeing with the recommendation from a Schools Council working party that the existing General Certificate of Education boards be replaced.

Instead they were convinced that if any new "common system" of examining at 16 plus were approved the right way to administer it would be to use the existing GCE and Certificate of Secondary Education boards to the full, with increasing collaboration between them.

The statement criticized the working party for its mistaken views on the control of the GCE boards. It also alleged the Schools Council was inconsistent in accepting the interrelationship between examinations at 16 plus and 18 plus while recommending that decisions on the 16 plus should not wait even until the first stage of the Schools Council's own programme of studies into examining at 16 plus was completed in 1977.

'Nessie' hunter takes over

Mr. Peter Davies, aged 26, a former professional, took over as Nessie hunter, a member of the broad Left and former vice-president of the New University of Ulster, Coleraine, was elected to the post last week.

Mr. Francis Hayden, the sole Liberal on the NUS executive, who resigned last week,

Library computerized

Sheffield Polytechnic is to introduce a computerized book issue, inquiry and reservation system in its new library. The system, costing about £14,000, will be brought into use next September.

Academics swap jobs

Dr. Woodbridge, assistant director for science and technology, has been appointed to the Council for National Academic Awards, to be replaced by Dr. Geoff Gethin, lecturer at the North East London Polytechnic. The scheme, known as the CNA, is to allow people to experience the other side of the coin.

Two year reprieve for Anglican college

The College of All Saints, Tottenham, has been given a two-year reprieve by the Church of England Board of Education, which originally recommended its closure.

In its letter to the Department of Education and Science the board has recommended that only three colleges should be closed: Hockerley College, Babors, Stafford; the College of St. Michael, Salisbury and St. Peter's College, Salisbury.

Hockerley College governors are sending a delegation to the DES next Tuesday.

Solid state research 'should get priority'

Research in solid-state devices in universities should be given greater priority, a Science Research Council spokesman said in a report published last week. Funding should be increased, if necessary at the expense of other areas of electrical and electronic engineering.

The development of solid-state devices has been one of the growth of the electronics industry over the past 25 years.

The report says that research in solid-state materials has been neglected and should be particularly encouraged in future.

+ TOUT LIVRE FRANCAIS expédié en quelques jours
+ e des conditions de PRIX IMBATTABLES
+ e les services d'une GRANDE LIBRAIRIE
FRANCAISE, ce sont les
POINTS FORTS
DE LA

LIBRAIRIE DE L'UNIVERSITÉ
17, rue de la Liberté, DIJON, FRANCE

Peter Wilby examines attempts to introduce a mass secret ballot for NUS executive elections

Ballot brouhaha and NUS policy muddles

The attempt to introduce a mass secret ballot for elections to the national union of students executive is a tale of muddle, intrigue, opportunism, political bullying and aborted idealism. In these respects, it characterises many NUS motions but, in this instance, to an exaggerated degree.

The notion of a mass ballot was first floated during the executive election campaign last Easter—the Union of Liberal students, for example, had it in its manifesto. But it was not until last July that the ULS and the Federation of Conservative Students simultaneously decided to make it a major campaign.

A constitutional amendment of this sort requires the majority of two consecutive NUS conferences. The FCS plan was to build up support gradually and launch the campaign in time to have it on the agenda for next Easter's conference.

Over the summer, the Tory students discussed a short working paper, proposing that all the six full-time officers of the NUS (the president, the deputy president, the secretary, the treasurer and the Scottish and Welsh chairmen) and the four vice-presidents should be elected by the members.

Though the other seven members of the executive known as "the bottom seven" should "ultimately" be elected by national ballot the working paper proposed that for the time being, they should still be elected by the conference delegates.

The author of the paper, Richard Hall, chairman of both University Conservative Association, warned that such a proposal "is one of a variety of uncoordinated groups at work", he said. "None alone can achieve very much. It is important for all interested parties to get together to formulate a common policy."

According to Hall's timetable, a one-day conference would be held in Leeds in January to reach agreement on the final proposals. Prophecies of doom from the university union council, the ruling group on the executive, might try to have the issue debated at the December conference in Scarborough in order to defeat it in the face of disorganized opposition.

The men who throw the FCS strategy into confusion were 22-year-old biochemistry and genetics graduate, Simon Gardiner, president at Newcastle University, and 33-year-old social worker and former deep sea trawlerman, Loughton Evans, of Newcastle Polytechnic. With a grant from the university union council, they circulated university unions and leaders of political societies with a draft constitutional amendment. This called for the direct election of all 17 executive members.

Motions for the December conference submitted to NUS headquarters by October 17. By then, seven university unions, Manchester, St Andrews, Aston, Brunel, Birmingham, Surrey and Cambridge, had agreed to support the Newcastle motion. But only one polytechnic, City of London, joined the alliance and nearly all the smaller colleges involved were from the north-east.

The FCS had now realized that it would have to throw itself into a campaign to get the constitutional changes passed at Scarborough. It soon became clear that the Broad Left would indeed support it in the conference priorities ballot.

In his October circular to FCS members, Mark Haggood, the chairman, wrote: "The Liberals are campaigning for the national election of all 17 executive officers. Oppose this. It is a double-edged sword as an inaugural system. Moreover,



Liberals are proceeding without having done the basic research.

After the first batch of motions have been cleared, the local student unions have a second bite at the cherry: they can submit amendments and they can add their names to any motion they like the look of. Birmingham University, even though it had supported the original motion, now submitted a "delete all and insert" amendment (a form of procedural liberalism that is allowed in the NUS) that reflected the FCS position. Meanwhile, FCS instructed its members to get mandates from their unions in favour of direct elections.

At this point the entire issue became clouded by a confusion from which it never emerged. The supporters of the secret ballot were upended by their own idealism. Some conference delegates ended up with a mandate to support the direct election of the entire executive; others to support electing just the

top eight; others to support electing the top four and the two regional chairmen.

Many conference delegations, to put it mildly, interpreted their mandates flexibly. The Tories and Liberals, with their belief in "democratization" could hardly do this. So they came to Scarborough with a serious split in their ranks that was unlikely to be resolved.

By this time, some of the original sponsors of the motion had withdrawn. Support for direct elections among Surrey's student leaders had been overturned by a general meeting. Aston's union council had overruled its chairman's support for the motion and added its name to the sponsors of a Broad Left amendment.

The most crucial events at the NUS conferences are on composite meetings. At these, representatives from all unions that have their names attached to a particular motion, or amendments to it, meet

with the conference steering committee to agree on the form of the debate.

There are two obstacles to a barbed-wire motion. First, a composite motion must be a single amendment, may feel that it is in danger of being lost if it is incorporated in another and that it may be committed to support. Secondly, the rival motions try to divide the opposition.

In all this, a group like the Broad Left, experienced in back-room politics, is at an immense advantage. But the FCS, obviously not far behind, since its leaders seem to have undergone a course in NUS style skulduggery.

Before the conference, Haggood forecast that about one third of the votes would be in favour of direct elections. "I shall be disappointed if we do not top 100,000," he wrote.

The split between the Newcastle motion and the FCS amendment prevented the support even slowly showing. Newcastle supporters joined the opposition to the FCS amendment, which was being defeated. On the initially successful Broad Left amendment (which deleted the Broad Left motion and substituted a Broad Left motion for 115,000 anti votes were piled).

This was probably the only motion in the debate when the delegates of the secret ballots were not turned by yet another "delete all and insert" amendment.

This was the Trotskyist amendment three (the Trotskyist amendment) which was a substantive motion, but as a vote, was narrowly defeated. So the motion was left with no support on the matter.

This, however, suited the Tories and Liberals better than the notion of a Broad Left policy. Meanwhile, the Broad Left motion was voted in favour of amendment three in order to scotch the left amendment (which would have been a substantive motion because of Trotskyist support) and then, when it came to the second vote, withdrew their allegiance.

All of which proves that the case in NUS politics, you see, is very devious indeed.

David Walker examines the pecking order in British universities

Halls, firsts and cheap students count in top 10

Is there a pecking order of British universities? The question, raised recently by Dr Brocklebank, vice-chancellor of Birmingham University, who argued for special protection for the four big elite universities, is an issue much discussed in common rooms but one which academics are reluctant to air publicly.

There are many opinions about which department in a certain subject is best, but finding objective measures of quality is more difficult. On the one hand the University Grants Committee and the vice-chancellors firmly reject invidious comparisons between institutions which have different histories and different specializations. On the other the research councils do tend to concentrate resources in the "good departments".

Good professors and heads of departments will, if pressed, reel off a list of the top 10 universities for their subject and the message eventually finds its way down to sixth formers and careers masters.

But even if departments could be compared, what possible measures are there to put universities as a whole into rank order? It is a very contentious business and economists and policymakers alike have blanchered at the task. The UGC swears it does not do it.

Yet still the academic man in the street talks of cost-effectiveness and "intellectual quality" and the other attributes that go to make up a good university.

Possible ranking measures might include:

1. The extent of resources available for teaching and research. Mr Muller, Secretary for Education, recently gave in the Commons a full list of total recurrent costs per student of a year's university education.

Essex produces a student cheaper than Birmingham. Cambridge students cost the public about £2,000 a year, but, of course, they have visible subsidies through college endowments. However, this kind of global figure gives little real guide to the costs and benefits of different universities.

Instead, the "input" to a university is examined.

Table one

University	Bound volumes	spend per student	spend per staff	students in residence	post-graduate as proportion of student body
Salford	0.11m	£47	£369	20	13.5
Birmingham	0.85m	£42	£319	40	23
Cambridge	3.8m	£78	£378	78	39
Essex	0.19m	£75	£799	51	21
Hull	0.42m	£69	£574	39	14

(1) total library expenditure in 1971-72 divided by numbers of full-time students.

(2) total library expenditure in 1971-72 divided by full-time teaching and research staff.

Table two

University	Proportion of total English research grant from all sources	Total Government grants divided by full-time staff	Total research income from all sources divided by staff
Salford	1.9	£406	£50
Birmingham	1.9	£406	£50
Cambridge	7.1	£1,933	£2,347
Essex	1.0	£1,370	£2,057
Hull	2.0	£367	£409

Column (1) proportion of total staff in English universities in each subject group.

(2) expenditure from research income in each subject group as a proportion of English total.

(3) expenditure from research income in each subject group divided by total teaching staff in the group.

Table three

University	(1) Science	(2) Arts	(3) Engineering
Salford	2.4	0.1	5.0
Birmingham	4.3	0.8	2.0
Cambridge	5.0	3.5	6.8
Essex	5.1	6.7	9.3
Hull	2.2	1.1	0.2

Column (1) proportion of total staff in English universities in each subject group.

(2) expenditure from research income in each subject group as a proportion of English total.

(3) expenditure from research income in each subject group divided by total teaching staff in the group.

Table four

University	(1) Science	(2) Arts	(3) Engineering
Salford	2.4	0.1	5.0
Birmingham	4.3	0.8	2.0
Cambridge	5.0	3.5	6.8
Essex	5.1	6.7	9.3
Hull	2.2	1.1	0.2

Column (1) proportion of total staff in English universities in each subject group.

(2) expenditure from research income in each subject group as a proportion of English total.

(3) expenditure from research income in each subject group divided by total teaching staff in the group.

Table five

University	(1) Science	(2) Arts	(3) Engineering
Salford	2.4	0.1	5.0
Birmingham	4.3	0.8	2.0
Cambridge	5.0	3.5	6.8
Essex	5.1	6.7	9.3
Hull	2.2	1.1	0.2

Column (1) proportion of total staff in English universities in each subject group.

(2) expenditure from research income in each subject group as a proportion of English total.

(3) expenditure from research income in each subject group divided by total teaching staff in the group.

Table six

University	(1) Science	(2) Arts	(3) Engineering
Salford	2.4	0.1	5.0
Birmingham	4.3	0.8	2.0
Cambridge	5.0	3.5	6.8
Essex	5.1	6.7	9.3
Hull	2.2	1.1	0.2

Column (1) proportion of total staff in English universities in each subject group.

(2) expenditure from research income in each subject group as a proportion of English total.

(3) expenditure from research income in each subject group divided by total teaching staff in the group.

city might be examined. There are capital and recurrent grants from the UGC; research money from the research councils; foundations; government and local authorities. One measure would be the way the UGC grant was broken down. Another would be how many library books and journals there were in the university library; how much new money was spent on books each year?

Since the question has been raised by university academics, Professor Ralf Dahrendorf of the London School of Economics broached it recently—and politicians, who have been known to talk about a "top 10" of universities, it might be worth looking at just how such a comparison might be made.

In examining a named group of universities, the difficulties of such a project become quickly apparent. Part of the UGC grant goes on student residence. Universities differ considerably in the proportions of their students who live on campus or in halls of residence.

Ten years ago it was conventional wisdom that such sheltered accommodation had a beneficial effect not only on work done by the student but also his moral and social life. Recent evidence has cast doubt on the part about a student's academic success: which means that students at Oxford and Cambridge live in halls and colleges as opposed to flats and digs.

Students themselves. Within the universities there are differences in the ratio of student giving first-class degrees. This, of course, may prove only that academics pursue different schemes of marking so the results are not strictly comparable.

In principle, the British system of external examiners guarantees some comparability of standards from Newcastle to Exeter and from Liverpool to Kent, but places like Cambridge, where a very high proportion (as much as 20 per cent) of final-year students get firsts, stick out.

How much should we make of the fact that universities, according to

UGC figures, spend very different amounts on examining their students? It could mean that administrative costs differ, but conceivably it could mean that some universities take greater care in their examinations as their results are more accurate.

Another question about universities' input concerns the composition of their student bodies. Can it be said, for instance, that having a certain percentage of postgraduates—say 20 per cent—makes for a better all-round academic environment?

Given the incommensurability of the equal opportunities legislation, should the proportion of women among staff and students be taken into account?

Do the differing numbers of overseas students at universities indicate some subjective ranking by them of a university's worth? On such a measure places like Bradford and Birmingham would do well, and so surprisingly would Queens University Belfast. English students have been frightened off but not those from abroad.

Academic staff. They differ markedly in their academic attainments. The distribution of, say, Fellowships of the Royal Society and Fellowships of the British Academy is distinctly biased towards Oxford, Cambridge, London and the big cities.

Should academics themselves be graded according to their prestige—measured by the number of times their books and articles appear in indexes? Industrious American scholars have developed a coefficient of citation which applied to British universities would show something about where the active researchers and authors were.

Perhaps a more definite measure of output would be the students themselves. The UGC publishes a volume called *The First Destination of University Graduates* and it should be possible to contact salaries paid in a student's first job and the university he went to.

Universities vary in the number of their students who go on to higher education. The number who get into universities is a good indicator of their quality. The Civil Service has a list of graduates in newspapers and industry. Their salaries alone would not be a full guide to their success but it would give an investigator, able to trace the university careers of top top men, some clues about which universities were better at grooming for success than others.

Needless to say, many of these proposed measures present grave problems, the first of which is that they are all subjective. The particular characteristics of one university. To assess how some of them would stand up to the test, *The Times* examined five very different universities in an effort to

ferent universities in an effort to see whether they could be fairly compared. The public's interest in the subject is shown by the fact that the five were Salford, Birmingham, Cambridge, Essex and Hull—none an ex-Chancellor of Advanced Technology, major civic, Oxbridge, new university and minor civic—and to whom were applied measures culled from the UGC statistics for universities. Most of the figures relate to the academic year 1971-72, and are subject to all the qualifications surrounding those figures.

First into the portfolio of measures could go what many academics consider the basis of all academic excellence: Cambridge (see table one) being a copyright library might understandably have more bound volumes per student, but it also spends more. Essex being a new university has a small stock but spends a higher amount per student than its members of staff than Birmingham.

A second set of measures—student residence and postgraduates—immediately poses the problem inherent in all such "evaluative" figures: what is the basis of the "good university"? What price the notion of "roundedness", in the sense of providing a mix of postgraduates and undergraduates, and saving both from the stresses and strains of the housing market by giving them accommodation on campus?

As might be expected, Cambridge students are well housed in colleges and more than half Essex students in 1971-72 were in residence. The two civic universities had about 40 per cent of their students in halls of residence.

Another set of measures might take less account of qualitative judgments and concentrate on "volume". For example, each university's share of all degrees awarded in English universities would be a fair measure of size. But to take a further step and compare figures with other universities, the total first class and 2(1) degrees awarded in England raises the thorny problem of what exactly a first-class degree measures.

Salford, in 1971-72, got less than 1 per cent of first and 2(1) degree classes as did Hull, both by small percentages. When Cambridge had 6.5 per cent of all degrees in England, its students had 11.2 per cent of the firsts and 2(1)s. Essex was in equilibrium and Birmingham was more than its share.

The objection to laying much emphasis on measures of research output is that it is just as important

as university functions and it is much less easy to measure. New universities and general "worth"—are made on the basis of academic performance in research, no one seems useful to have some measure of a university's research capacity.

The figures given in table two show two different measures: one of the income a university gets for research from all government sources (except the UGC) and the other its total research income. The latter includes money from foundations, local authorities and various other bodies, excluding what the UGC calls "grants and payments for specific purposes".

Research can be more closely observed in the UGC figures if it is broken down to the level of individual departments or subject groups. A useful sample of departments, as in table three, could include science, engineering and arts departments.

If such measures are reasonably objective, the last set plunges the whole exercise into controversy. Cambridge had over 110 FRGs and FRAs during last academic year, Birmingham about 10. Essex two and Hull and Salford less than two.

If those exclusive societies exclude too many academics an alternative measure would be membership of other recognized learned bodies which allow students to attend. These are FRP, FRIC, FRIL, FRM, FRMA, FICE, FRAS, FRM, Cambridge and Birmingham have more than 20 of their professors so honoured, Salford just under 20 and Essex and Hull under 10.

When it comes to drawing all these measures together and ignoring distinctions between input and output to give a "rank order" of this sample of five universities, the problem is how to weight them. Which is more important: having six or seven FRGs on the staff, or having half the university's students in accommodation?

There are some academics who would argue that even posing the question in that way involves a dangerous disregard for the importance of "mind".

The upshot of all this is a rank order for these five universities which places Cambridge first. Even with weighting added for size, the ranking is the same. More surprising is the fact that Birmingham and Essex fall very close in the pecking order, too close it would seem for the comfort of Dr Hunter, because Essex does not have a first class degree in any subject.

The objection to laying much emphasis on measures of research output is that it is just as important

as university functions and it is much less easy to measure. New universities and general "worth"—are made on the basis of academic performance in research, no one seems useful to have some measure of a university's research capacity.

The figures given in table two show two different measures: one of the income a university gets for research from all government sources (except the UGC) and the other its total research income. The latter includes money from foundations, local authorities and various other bodies, excluding what the UGC calls "grants and payments for specific purposes".

Research can be more closely observed in the UGC figures if it is broken down to the level of individual departments or subject groups. A useful sample of departments, as in table three, could include science, engineering and arts departments.

If such measures are reasonably objective, the last set plunges the whole exercise into controversy. Cambridge had over 110 FRGs and FRAs during last academic year, Birmingham about 10. Essex two and Hull and Salford less than two.

If those exclusive societies exclude too many academics an alternative measure would be membership of other recognized learned bodies which allow students to attend. These are FRP, FRIC, FRIL, FRM, FRMA, FICE, FRAS, FRM, Cambridge and Birmingham have more than 20 of their professors so honoured, Salford just under 20 and Essex and Hull under 10.

When it comes to drawing all these measures together and ignoring distinctions between input and output to give a "rank order" of this sample of five universities, the problem is how to weight them. Which is more important: having six or seven FRGs on the staff, or having half the university's students in accommodation?

There are some academics who would argue that even posing the question in that way involves a dangerous disregard for the importance of "mind".

The upshot of all this is a rank order for these five universities which places Cambridge first. Even with weighting added for size, the ranking is the same. More surprising is the fact that Birmingham and Essex fall very close in the pecking order, too close it would seem for the comfort of Dr Hunter, because Essex does not have a first class degree in any subject.

The objection to laying much emphasis on measures of research output is that it is just as important

as university functions and it is much less easy to measure. New universities and general "worth"—are made on the basis of academic performance in research, no one seems useful to have some measure of a university's research capacity.

The figures given in table two show two different measures: one of the income a university gets for research from all government sources (except the UGC) and the other its total research income. The latter includes money from foundations, local authorities and various other bodies, excluding what the UGC calls "grants and payments for specific purposes".

Research can be more closely observed in the UGC figures if it is broken down to the level of individual departments or subject groups. A useful sample of departments, as in table three, could include science, engineering and arts departments.

If such measures are reasonably objective, the last set plunges the whole exercise into controversy. Cambridge had over 110 FRGs and FRAs during last academic year, Birmingham about 10. Essex two and Hull and Salford less than two.

If those exclusive societies exclude too many academics an alternative measure would be membership of other recognized learned bodies which allow students to attend. These are FRP, FRIC, FRIL, FRM, FRMA, FICE, FRAS, FRM, Cambridge and Birmingham have more than 20 of their professors so honoured, Salford just under 20 and Essex and Hull under 10.

When it comes to drawing all these measures together and ignoring distinctions between input and output to give a "rank order" of this sample of five universities, the problem is how to weight them. Which is more important: having six or seven FRGs on the staff, or having half the university's students in accommodation?

There are some academics who would argue that even posing the question in that way involves a dangerous disregard for the importance of "mind".

The upshot of all this is a rank order for these five universities which places Cambridge first. Even with weighting added for size, the ranking is the same. More surprising is the fact that Birmingham and Essex fall very close in the pecking order, too close it would seem for the comfort of Dr Hunter, because Essex does not have a first class degree in any subject.

The objection to laying much emphasis on measures of research output is that it is just as important

as university functions and it is much less easy to measure. New universities and general "worth"—are made on the basis of academic performance in research, no one seems useful to have some measure of a university's research capacity.

The figures given in table two show two different measures: one of the income a university gets for research from all government sources (except the UGC) and the other its total research income. The latter includes money from foundations, local authorities and various other bodies, excluding what the UGC calls "grants and payments for specific purposes".

Research can be more closely observed in the UGC figures if it is broken down to the level of individual departments or subject groups. A useful sample of departments, as in table three, could include science, engineering and arts departments.

If such measures are reasonably objective, the last set plunges the whole exercise into controversy. Cambridge had over 110 FRGs and FRAs during last academic year, Birmingham about 10. Essex two and Hull and Salford less than two.

If those exclusive societies exclude too many academics an alternative measure would be membership of other recognized learned bodies which allow students to attend. These are FRP, FRIC, FRIL, FRM, FRMA, FICE, FRAS, FRM, Cambridge and Birmingham have more than 20 of their professors so honoured, Salford just under 20 and Essex and Hull under 10.

When it comes to drawing all these measures together and ignoring distinctions between input and output to give a "rank order" of this sample of five universities, the problem is how to weight them. Which is more important: having six or seven FRGs on the staff, or having half the university's students in accommodation?

There are some academics who would argue that even posing the question in that way involves a dangerous disregard for the importance of "mind".

The upshot of all this is a rank order for these five universities which places Cambridge first. Even with weighting added for size, the ranking is the same. More surprising is the fact that Birmingham and Essex fall very close in the pecking order, too close it would seem for the comfort of Dr Hunter, because Essex does not have a first class degree in any subject.

The objection to laying much emphasis on measures of research output is that it is just as important

as university functions and it is much less easy to measure. New universities and general "worth"—are made on the basis of academic performance in research, no one seems useful to have some measure of a university's research capacity.

The figures given in table two show two different measures: one of the income a university gets for research from all government sources (except the UGC) and the other its total research income. The latter includes money from foundations, local authorities and various other bodies, excluding what the UGC calls "grants and payments for specific purposes".

Research can be more closely observed in the UGC figures if it is broken down to the level of individual departments or subject groups. A useful sample of departments, as in table three, could include science, engineering and arts departments.

If such measures are reasonably objective, the last set plunges the whole exercise into controversy. Cambridge had over 110 FRGs and FRAs during last academic year, Birmingham about 10. Essex two and Hull and Salford less than two.

If those exclusive societies exclude too many academics an alternative measure would be membership of other recognized learned bodies which allow students to attend. These are FRP, FRIC, FRIL, FRM, FRMA, FICE, FRAS, FRM, Cambridge and Birmingham have more than 20 of their professors so honoured, Salford just under 20 and Essex and Hull under 10.

When it comes to drawing all these measures together and ignoring distinctions between input and output to give a "rank order" of this sample of five universities, the problem is how to weight them. Which is more important: having six or seven FRGs on the staff, or having half the university's students in accommodation?

There are some academics who would argue that even posing the question in that way involves a dangerous disregard for the importance of "mind".

The upshot of all this is a rank order for these five universities which places Cambridge first. Even with weighting added for size, the ranking is the same. More surprising is the fact that

Interim report of a joint CVCP-UGC working party on university tuition fees



Increase fees in proportion to rises in costs

Apart from one or two specific recommendations which we think capable of implementation next session, the main body of our report raises a number of complex and sensitive issues and at this stage we have done no more than set out a range of possible approaches and the relevant factors to be taken into account in settling a sound and viable basis for charging fees to university students.

We are convinced that it would not be sensible to recommend to the University Grants Committee and the Committee of Vice-Chancellors and Principals any one (or any combination of more than one) of these approaches until we have had the benefit of the views on them of the universities, and until there has been an opportunity for wide public discussion.

The concept of the fee

By their constitutions universities are empowered to charge such fees as they consider appropriate and necessary, and there is no statutory limitation to this power. However, it has to be recognized that Exchequer grants to universities are in the form of "deficiency grants", i.e. all the universities' income from sources such as fees or endowments is taken into account in determining the grant to that the legal freedom of the universities to increase fees is offset by the fact that an increase in fee income would be followed by a diminution in grant.

Moreover, as already indicated, the present fee structure has basically existed for many years and local authorities have had regard to it in fixing fees for degree courses in the further education sector. There is much to be said for maintaining existing arrangements across the binary line, one aim of which is to enable students to make their choice of degree course for academic rather than economic reasons.

The level of fees is not merely a matter of technical accounting, even though the greater part of fee income is derived from public funds and can be materially affected by adjusting the deficiency grant in one direction or another. The fees paid for an important minority of students, including the great majority of overseas students, are not provided by the Government but come from a variety of sources including overseas governments, educational foundations here and abroad, industry, parents, families and students themselves.

Before the present number for the present session was known it was estimated that, on a national figure of 253,000 students, it could be expected, on the basis of existing trends, that there would be about 53,000 students whose fees were not paid from United Kingdom public funds, made up as follows:

	000s	% of total full-time student population
Home undergraduates (minimum grant)	21	8
Home postgraduates not supported by studentships/bursaries	9	3
Sub total	30	11
Overseas undergraduates not supported by aid funds	10	4
Overseas postgraduates not supported by aid funds	13	5
Sub total	23	9
Grand total	53	20

Therefore we have sought to examine the matter from first principles. For the analysis which follows in the next sections we are particularly indebted to one of our members, Mr. J. Brown, and we are all in agreement with it.

Fees as economic regulators. If prices are to act as economic regulators the general maxim usually quoted for calculating them in connexion with (for instance) public utilities is to charge the long-term marginal cost of the services. This does not mean, not less than the short-term marginal cost, as is required to secure full use of the capacity available. The purposes of this maxim, and of charging generally, should perhaps be stated more fully.

In the case of university education they might be: to ensure that the right amount of resources is devoted to university education in comparison with other goods and services which the public is free to buy; to secure a proper distribution of the services between consumers of them; to distribute the resources between universities in relation to the demands of their services.

The first two have long been rejected as grounds for charging for primary and secondary education, for reasons which can perhaps be summarized as:

● The benefits from educating a particular person occur not only to him but to his future employers and society at large. His own parents' willingness to pay for his education therefore under-represents the social benefit.

● Even apart from this, education received in childhood and early youth is probably undervalued by the person concerned, and also by his parents, especially if they themselves have not had as much formal education as is now on offer.

● To distribute education, which is a prime influence on a person's development and earning ability in later life, by a system that depends heavily upon parental ability to pay, is much more open to objection on grounds of both equity and efficiency than the distribution of most goods and services according to (among other things) the consumer's purchasing-power.

Of these three points, at least the second and third apply less cogently to higher education than to primary and secondary. As people grow up one might expect them to appreciate increasingly the benefits of education, and also to improve their chances of paying for it by working their way through college or by borrowing. But it is hardly conceivable that we should go back to a largely privately-financed system of higher education: so far as the United Kingdom students are concerned, fees, like maintenance grants will continue to be met mostly from public awards based on evidence of ability to benefit.

So long as this is so, the size of fees will not influence demand for university places so far as most practical applicants are concerned. How many university places should be available to UK students is bound in the last resort to be a government decision and not a market one.

To the extent, however, that fees do influence demand the points made above retain enough force to undermine the assumption that the socially most desirable fees are those fixed in accordance with marginal costs. In this context we think it important to draw attention to the considerable number of home undergraduates and postgraduates (30,000 or 11 per cent of the total university population in 1975-76) who are paying their own fees or having them paid by their parents.

It is reasonable to assume that large increases in the level of fees would deter a not insignificant proportion of such persons.

Interim recommendations

The preceding sections of this report describe the background to our work and examine a number of the issues which we have been studying, and on which we propose that further work should be done and opinion sought with a view to making next year in a final report recommendations intended to have effect from 1977-78.

In the meantime we make the following short-term recommendations, which are felt to be capable of introduction in 1976-77. With effect from 1976-77 the annual fee for students on full-time degree courses should be comprehensively and should, in respect of all students accepted (whether undergraduate or postgraduate), include lecture fees, laboratory fees, text books, and a contribution to the cost of post-graduate courses—a matter to which we would wish to give further thought. Matriculation fees, registration fees, examination fees, library fees, graduation fees and

those places which—in particular in the fields of science and engineering—at one and the same time are most costly, and yet have the largest number of vacant places and yet have a high priority in the system if national power needs are to be met. If this is accepted, the logical step would probably be to abolish fees altogether.

While, however, to do away with fees for home students would be to make a change which would be, in many ways, attractive, there are substantial arguments against it. First, there is the constitutional aspect we have already mentioned. Once laid aside, the power vested in each university to charge fees could not be easily resumed, even if circumstances (as present not foreseeable) should change so as to make it desirable.

Moreover it is in itself an aspect of the autonomy of universities that they should have the right to charge fees, and the act of payment of the fee helps in itself to emphasize to the student that he has become a member of the university community.

To this may be added a reason of wider significance. We do not think that a major change of this kind could be introduced in the universities without regard to the possible impact on the other sector—the further education. We know from our discussions with the representatives of the FE that much importance is attached to the maintenance of a close relationship between the fee structures in the university and the further education sector.

For a variety of reasons connected with local government finance the abolition of fees may not become a practical possibility in the foreseeable future. In the further education sector and in view of this, it would not be realistic for the universities to advocate the unilateral abolition of fees.

Under what would be largely a capitation-fee system, this security could not be obtained; mere changes of fashion as between institutions could result in catastrophic shortfalls in funds.

Abolition of fees

So far as United Kingdom students are concerned, all the arguments seem to point to the impracticability and undesirability of charging the high fees ranging from £400 to £3,000 for different kinds of courses, which would have any meaning as economic regulators. Fees which are of an order of magnitude too low to serve as economic prices, and which are in any case mostly paid out of the public purse, are an unnecessary complication and may even do some damage by conveying entirely erroneous ideas of what university provision costs.

Moreover, the encouragement to discriminate according to cost between different courses which would be involved in any system of charging on the basis of marginal costs, runs contrary to the policy of filling

any other fees of a similar nature, but excluding college tuition fees and student union subscriptions, whether paid separately or in combination with tuition fees.

Universities should charge fees for 1976-77 on the basis of the above and of the same size in real terms as of present. An increase in the recommended fee of 1976-77 by a percentage, this amount being calculated to increase total fee income by roughly the percentage increase in costs in order to preserve in real terms the present differential, but without prejudice to what may be recommended in our final report for the longer term.

The bursary arrangements introduced to meet the increase in fees in 1975-76 should continue to remain as those students who have been directly affected by the change into 1976-77.

those places which—in particular in the fields of science and engineering—at one and the same time are most costly, and yet have the largest number of vacant places and yet have a high priority in the system if national power needs are to be met. If this is accepted, the logical step would probably be to abolish fees altogether.

While, however, to do away with fees for home students would be to make a change which would be, in many ways, attractive, there are substantial arguments against it. First, there is the constitutional aspect we have already mentioned. Once laid aside, the power vested in each university to charge fees could not be easily resumed, even if circumstances (as present not foreseeable) should change so as to make it desirable.

Moreover it is in itself an aspect of the autonomy of universities that they should have the right to charge fees, and the act of payment of the fee helps in itself to emphasize to the student that he has become a member of the university community.

To this may be added a reason of wider significance. We do not think that a major change of this kind could be introduced in the universities without regard to the possible impact on the other sector—the further education. We know from our discussions with the representatives of the FE that much importance is attached to the maintenance of a close relationship between the fee structures in the university and the further education sector.

For a variety of reasons connected with local government finance the abolition of fees may not become a practical possibility in the foreseeable future. In the further education sector and in view of this, it would not be realistic for the universities to advocate the unilateral abolition of fees.

A middle way

If the proposal to abolish fees for home students is unacceptable and an increase based on "economic prices" would serve no purpose or be positively damaging, are there rational grounds for continuing the present arrangements under which fees this year represent about 9 per cent of recurrent income or for increasing the income in some higher percentage but well under 100?

The main considerations relevant to the level of fees, so far as the universities are concerned, are:

● the higher the fee, the greater is the degree of automatic compensation to those universities that take on a larger student load than was allowed in their quota; and the greater is the quota, the greater is the income, below the envisaged when the grant was allocated, whose whose load falls short.

● More particularly, the higher the fee, the greater is the risk that a university, through its student load falling below that permitted by its quota, will suffer a deficiency in its income in relation to the fixed commitment it has taken on sufficient to cause acute financial difficulty or actual insolvency.

If, to take an extreme example, half of the current university income came from fees at a 10 per cent shortfall in student numbers would mean a 5 per cent fall in revenue. Recent experience shows how disastrous a sudden reduction of this order of magnitude in real income could be.

It can of course be argued that for a university finding itself with a 5 per cent larger student load than had been scheduled, a 5 per cent addition to income would be welcome, and indeed that it would get the 3 per cent addition that it would get at fees at their present level. But carrying an increased load with little or no increase in resources is, at all events, less than a possibility of disaster than carrying a largely fixed costs out of a reduced money income.

Dangers of redundancy and joblessness seem to militate against dependence on fees for more than a minor part of income; the consideration has to be set against the advantages of a system which gives some degree

adjustment of income to unforeseen changes in student load.

We are unanimous in our view that the objections to abolishing fees for United Kingdom students must prevail against the theoretical attractions of doing so; and that the arguments against full-cost fees for United Kingdom students, which would transform the basis on which universities are financed, are decisive. It follows that the level of fees for United Kingdom students must to some extent be arbitrary, but founded on precedent.

Once new levels of fees have been agreed and introduced, we consider that the income from them should be maintained for a long period of a constant real value. If this is not done the effect of exchequer grant becomes distorted and in periods of rising costs universities face the effective loss of part of an income on which their budgeting calculations have relied.

Such periodic short-term adjustments to meet indexed variations in cost should be made after annual consultations between the universities and the UGC understanding arrangements, with a view to reaching a decision before the end of the calendar year. In advance of such consultations leading to the determination of the level of fee for the subsequent year, universities would be well advised to avoid any commitments, in their prospectuses or other publications, to a particular level of fee.

One result of any increase in tuition fees is additional hardship to some students, however small the groups affected. This was recognized by the Government when increasing fees for the current year, in that they provided a special hardship fund of substantial proportions to the universities through the UGC.

For the longer term, we cannot support a hardship fund of this kind once fee levels are fixed according to an established formula and are known in advance. Any hardship then occurring for overseas students must be the responsibility of the appropriate agencies of the Government in conjunction with overseas governments and institutions.

For home students, the answer might lie in appropriate modifications to the system of student awards to which we have already referred. We shall return to this question in our final report, but meanwhile we recommend that hardship arrangements introduced to meet the increase in fees in 1975-76 should continue into 1976-77 in respect of those students who have been directly affected by the change.

Overseas students

Since 1967 students from overseas who have not been resident in the United Kingdom for three years are now subject to a system of fees payable by higher fees than United Kingdom residents. When this arrangement was introduced by a government decision, it provoked indignation within the universities, and some of them declined to adopt it, although their decision involved them in considerable financial sacrifice.

There were many reasons for this opposition. One was the feeling that, without prior consultation of any kind, the Government had, by applying a financial sanction, deprived the universities of one element in their autonomy, the power to fix fees conferred on them by Royal Charter or Act of Parliament.

Another was that throughout the world discrimination by universities in fee-charges between home and external students is very rare. Another reason, and perhaps the strongest, was resentment at the introduction of discrimination into academic communities which traditionally select individuals only on grounds of academic attainment or ability to benefit from education.

In assessing these feelings it is important to note that the basis for charging higher fees was imperfectly understood, and was capable of being, and indeed was, misrepresented. The fact is that such charges do not infringe the provisions of university charters or the terms of anti-discrimination legislation.

The sole ground for the application of the higher fee is that the students—or their parents—have not resided while the United Kingdom for the requisite period. The grounds are not ones of race, colour, creed, ethnic or national origins, nationality or citizenship, any one or more than one of which would be a prohibited ground under charters or statutes.

Clearly, discrimination in fees on grounds of residence is not only lawful but is also based on objective grounds, indeed, every government professes some discrimination on grounds of usual country of residence, for tax and other purposes. This is close to the essence of national sovereignty.

Nevertheless, the academic ideal of no discrimination except on grounds of scholarship, and the respect and British practice since 1967 has fallen short of this ideal to a greater extent than most other countries.

The introduction of a fee differential was followed, as a result, in the growth of overseas numbers for the last three years, but since 1972 there has been a rapid acceleration in the numbers admitted. It is significant that

this increase in admissions coincides with some falling-off of demand for places by British applicants in relation to capacity, and that it has been heavily concentrated in the postgraduate field.

Since 1968, the numbers of overseas postgraduates have been rising at about 10 per cent a year, and their total is now about one-third of all postgraduates studying in Britain. Undergraduate numbers have also risen, and are now 8 per cent of all undergraduates, compared with 5 per cent in 1968. Undergraduate and postgraduate overseas students combined represent about 11 per cent of total student numbers, compared with about 9 per cent in 1960-61.

Moreover, demand from overseas can only be measured by applications rather than admissions, and these have admittedly been increasing rapidly in recent years. Figures are only available for applications for undergraduate places made through UCCA which were: 1973, 11,782 (12.5 per cent increase); 1974, 13,807 (18.3 per cent increase); 1975, 15,810 (14.5 per cent increase). Applications for postgraduate places are not collected through UCCA but the impression is that these also have increased considerably.

How does all this bear on the arguments which we have earlier discussed for and against an "economic" fee and for and against the abolition of fees? Clearly different considerations apply to the case of overseas students, and different weights attach to particular possibilities.

To the case of the British student the fee, if levied, in the great majority of cases (i.e. of those who hold awards other than minimum awards) represents a transfer payment from the public sector. This does not apply to those overseas students whose fees are paid by themselves or their own governments. In their case, the British economy acquires through the fee a dollar on overseas resources to set against the British resources devoted to the student's university education.

A case can therefore be argued for setting overseas students' fee as high as possible, or at any rate at that level which maximizes revenue from them after taking account of the extent to which higher fees may reduce the number of overseas entrants. At present (allowing for the new fee level of £320) the amount spent on providing university education for overseas students may be about £50m a year (excluding the service of capital investment or the cost of equipment).

The scale of the subsidy, in real terms, is not dramatically higher than it was when it was considered and endorsed by the Robbins Committee, but there are new elements in the economic situation relating to problems of public expenditure and the balance of payments. With the admitted subsidy towards the education of overseas students now being at least 10 per cent of the total recurrent grant of the universities, the possibility of reducing its scale by charging higher fees cannot be ignored when the resources that can be made available to the universities are inadequate for their needs.

It would, however, be equally wrong to ignore other considerations of great importance. The British universities are international institutions of high standing. Their reputation for teaching and research compares favourably with that of the universities of any other country, and combined with their historical traditions of freedom and openness it makes them attractive to students and senior scholars from all parts of the world. These overseas members of the universities have always been most welcome, and their presence has itself contributed a special dimension to the quality and character of the work and achievements of the universities.

The international standing of the British universities has survived not only profound political, economic and cultural changes but also in other ways affected this country's international relations. There can be no doubt that British benefits from the cross-fertilization of ideas and cultures and the mutual understanding that are fostered by international movements of students and scholars.

One main effect of higher fees, other things being equal, might be to reduce the number of applications from overseas students, in a way related to the ability of the student or his government to pay. Any seriously diminished opportunity to recruit overseas students would be of academic disadvantage to the British universities.

Apart from the general stimulus and educational influence that comes from the presence of able people of overseas background, their entry especially at the postgraduate level increases the concentration of students with advanced training and exceptional ability in a way which makes the British universities more attractive and academically productive. A substantial increase in discipline

in fees (or perhaps even any further increase in the level of overseas student fees) could be very damaging to universities.

Although the size of the present subsidy can be estimated, it is not possible to quantify the ultimate advantages to the British economy of the provision of university education to large numbers of overseas students; but undoubtedly Britain's trade benefits from the flow, often into positions of influence abroad, of graduates who have gained a first-hand knowledge of the British scene.

Even the direct short-run effects of fee charges on the balance of payments are hard to quantify. Simple inspection suggests that the increase in fees in 1967-68 may have reduced the number of overseas students in British universities in the following three or four years by as many as 4,000 or 5,000 below what it would otherwise have been.

If that is so, then the net gain of annual fee was about £3.3m (ignoring the costs of the special relief and aid funds introduced to relieve hardship and help students from developing countries). But the loss of foreign exchange from purchase of British goods and services by overseas students, putting it at about £700 per head, must have been nearly enough to offset this in the external account.

On that occasion, therefore, there may have been no net gain of foreign exchange, but since the period was one in which the admission of British candidates exceeded expectations, the fall in overseas demand may have released pressures on resources that otherwise would have been difficult to sustain within the quinquennial settlement. (It will be recalled that in the universities of Great Britain at the end of the 1967-72 quinquennial had about 235,000 full-time students, although the settlement had provided resources for only 220,000/225,000).

The position in the mid-1970s is different, however, in a number of ways. For one thing overseas demand for student places may not show the same sensitivity to future changes in fees as it seems to have shown in 1967-68. The market has changed—and our unpredictable element is the future movement of the value of the pound in foreign exchange markets.

Another influence on overseas numbers is the nature of the decisions of university selectors. It is noticeable that the growth of the overseas student population above a rapid acceleration from 1972, precisely the point at which United Kingdom demand began to show signs of not rising as rapidly as had been forecast.

It is likely that much of the increase in overseas admissions in the last three years is the result of reduced UK demand in relation to the capacity of the universities, and that the trend would be reversed by selectors during a period of increased demand from home students coupled with a continued shortage of resources available to the universities.

Any quota system poses difficult questions. How big is the quota to be? How is it to be broken down between universities, or between undergraduate and postgraduate students? How might it regulate numbers from different countries? It is hard to accept for individual universities to exceed their quota, to the knowledge that no compensating support would be forthcoming from the UGC, either in recurrent or capital grant?

So far as the "tariff-quota" is concerned, if the individual universities involved wished to recover their additional costs, or a large part of them, by charging varying and differential fees, would this be acceptable to the universities as a whole? Could a university quota system be comparable with policies adopted for fees in the local authority institutions?

Another possible approach would be the removal of the present differential, accompanied by a substantial adjustment upwards of the fees charged to home students. But in equity this would seem to require the removal of the parental contribution in the system of student awards for home students, and it would hardly be feasible until this had been achieved as a result of some such review as we have suggested.

Finally, as a modification of this approach, there might be a reduction in the differential, associated with a larger increase in the home student fee compared with the increase in the overseas fee.

We hope that this analysis will be seriously considered both by the universities and elsewhere. The amount spent on educating some 26,000 overseas students—the equivalent of the entire student population of two major universities—is considerable, amounting as it does to some £50m a year. Our hope is that wise decisions are taken in the area they will be informed ones. We shall be returning to the question in our final report.



Nine per cent of students in Britain are from overseas.

To increase overseas students' fees would not benefit universities

In the light of these and other considerations, the prime factor case for high overseas student fees loses much of its simplicity, and the working party have reached no firm conclusions at this stage. High fees for overseas students designed to recover the whole marginal cost of their education would benefit the universities themselves only if there could be some guarantee that the additional revenue would be retained within the university system and not lost in the year-to-year adjustment of recurrent grants.

There would be no financial gain (but serious losses of other kinds) if the increase were steep enough to reduce substantially the British intake of able overseas students or to produce retaliatory measures against British students going overseas.

Exceptions to a very high level of fees would have to be made in many cases, for different reasons. Historical and political links with many countries would make a high degree of discrimination unacceptably (bearing in mind that, for example, Australia and most of our EEC partners charge no fees or only very small ones). There would have to be offsetting relief programmes for Third World countries towards which Britain extends development aid.

Discrimination between countries according to whether they are rich or poor is not, however, a very satisfactory solution. We must well aware that there are wealthy students in poor countries and that not all candidates from rich countries are themselves rich or eligible for sponsorship by their governments. Discrimination by differential fees between countries could be made difficult to enforce.

While there are strong temptations to charge what the traffic will bear in the case of wealthy oil countries—and indeed it has become fashionable to talk in terms of "paid education"—the imposition of full-cost charges on a contractual basis—there are good reasons for caution in moving in this direction.

Such schemes are simple only when they involve courses mounted specially and the normal practice of charging the full cost can be applied, and they are also likely to conflict with the paramount need for the selection of individual students to be a matter for the admitting university to decide not one that can be subsumed by inter-governmental agencies or private contractors.

We set out these matters only as questions on which we would welcome wide discussion before we attempt to make our final recommendations. If it is felt to be in the national interest to limit or reduce the size of the subsidy at present being provided for the education of overseas students, the following possibilities have to be considered:

● Higher overseas student fees, mitigated by increased aid programmes and reciprocal arrangements with certain other countries;

● A simple limitation of numbers by quota, without incurring the present level of fees in real terms (a significant drawback being the total numbers of overseas students may not exceed 10 per cent of the total student population);

● A "tariff-quota" system, under which limited numbers of overseas students are admitted at the present level of fees for at the same level as home students, but any additional entrants have to pay much higher fees.

Any quota system poses difficult questions. How big is the quota to be? How is it to be broken down between universities, or between undergraduate and postgraduate students? How might it regulate numbers from different countries? It is hard to accept for individual universities to exceed their quota, to the knowledge that no compensating support would be forthcoming from the UGC, either in recurrent or capital grant?

So far as the "tariff-quota" is concerned, if the individual universities involved wished to recover their additional costs, or a large part of them, by charging varying and differential fees, would this be acceptable to the universities as a whole? Could a university quota system be comparable with policies adopted for fees in the local authority institutions?

Another possible approach would be the removal of the present differential, accompanied by a substantial adjustment upwards of the fees charged to home students. But in equity this would seem to require the removal of the parental contribution in the system of student awards for home students, and it would hardly be feasible until this had been achieved as a result of some such review as we have suggested.

Finally, as a modification of this approach, there might be a reduction in the differential, associated with a larger increase in the home student fee compared with the increase in the overseas fee.

We hope that this analysis will be seriously considered both by the universities and elsewhere. The amount spent on educating some 26,000 overseas students—the equivalent of the entire student population of two major universities—is considerable, amounting as it does to some £50m a year. Our hope is that wise decisions are taken in the area they will be informed ones. We shall be returning to the question in our final report.

Counselling

from Mr Brian Thorne
Sir,—As a professional counsellor working full-time in a university I find myself doubting the truth of many of Ivor Crewe's assertions (THES, November 14) while at the same time agreeing with him that some gentle questioning of the postural ethic may not come amiss.

I feel certain that no university in the country possesses a network of personal advisers who give "systemic counselling" to students. In the first place, many advisers, as Crewe himself implies, feel totally unsuited to the role and consequently make sure that their involvement in advisory work is kept to the absolute minimum or less if they can get away with it.

Secondly, it is unlikely that even the most industrious and conscientious adviser is offering his student a counselling relationship. He may indeed be advising, guiding, planning, giving private tuition, providing information, even entertaining his addressee to five-course dinners, but I suspect that the adviser who counsels is a rare phenomenon.

Counselling is a skilled and arduous activity which requires of its practitioners not only certain necessary personal attributes but also intensive training and no little knowledge of human development and behaviour. The existence of professional counselling services in many institutions of higher education indicates that the essential difference between counselling and advising has been recognized in at least some quarters.

With Crewe I believe however that there is a danger in the pastoral care movement. My fear has nothing to do with the notion that students may be helped too much. We are a long way from that dizzy possibility. I am anxious that an academic institution does not deceive itself into believing that it is a caring community simply because it has so impressive a network of tutors and helping agencies.

Academics spend most of their contact hours with students not in intimate dialogue over a glass of sherry but in the lecture theatre, the laboratory and the seminar room. It is my belief that an educational institution demonstrates whether it really cares about its students through the nature of the learning situations which it offers. More damage is done at present through discourteous, sarcastic or merely incompetent teaching than is ever likely to result from the work of a blundering but well-intentioned adviser.

A preoccupation with pastoral care systems can all too easily deflect attention from one of the two central activities of a university: that of the teaching and learning of science, arts and letters, which are both compassionate and effective.

Yours faithfully,
BRIAN THORNE
Director of student counselling,
University of East Anglia.

from Mr Ormond Simpson
Sir,—Your columnist Ivor Crewe wrote recently about the dangers of university lecturers being drawn into the counselling of students without having had any training to prepare themselves.

I am sure that this is a valid point. But I wonder if it is a valid point. I am sure that this is a valid point. I am sure that this is a valid point.

As a trained teacher myself I was once again struck by the curious assumption implicit in so much of what I read in university literature: namely, that teaching is a simple function that needs no training or other consideration.

I wonder again if this is the only person who believes that the universal should reconsider this assumption?

Yours faithfully,
ORMOND SIMPSON
National College of Agricultural Education,
Ilkley, West Yorkshire.

Working class lecturers

from Mr Keith Graham
Sir,—Trevor Marshall's article, "Are university teachers members of the working class?" (THES, November 21) is unclear in two crucial areas.

First, in spite of his title, it is not clear exactly who he is talking about. At several points he refers to "academics"—a group comprising, presumably, not just teachers in universities but also in polytechnics and colleges of education. The developments of recent years certainly give strong grounds for grouping all such employees together, since the gaps between them, measured in terms of pay and conditions of work have considerably narrowed.

However, Marshall might say that what marks off university teachers as special is their engagement in research. He draws attention to the small minority who employ others and buy and sell research contracts, and he says that the rest of us "all like to pretend that we are in the early stages of building up a business".

I think this last assertion is little short of insane. I have never had such an attitude towards my own job, and a random survey of colleagues in other faculties suggested that neither had they.

Now of course Marshall himself regards anyone who has this attitude as suffering from an illusion and, excluding the tiny minority of university teachers who really are in business, he concludes that we are indeed members of the working class.

With his conclusion I have no disagreement, but his failure to justify it connects with the second area of uncertainty. It is not made clear what, or whose, conception of class is in use.

At different points the views of the Labour Party, Marx, and Marshall are invoked. If the founders of the Labour Party thought you were a worker as long as you received not very much weekly but a member of the bourgeoisie if you received a bit more monthly, then so much the worse for their understanding of the society in which they lived. Their view leaves out of account those people who do not need to work for pay at all, because they already own the means of life.

This is not a point of merely historical importance; in its anti-inflation pamphlet the Government claimed that its measures were fair since they affected both wages and salary earners. No mention

was made of share and stock holders.

These two areas of uncertainty rest on a third—a failure to consider what a conception of class is for. The Labour Party's much-ballyhooed conception of the proletariat might be very useful for anyone whose business is to sell advertising space, or himself as a professional politician. It is of little use in determining what common political interests different members of society have.

I suggest that such an interest group is formed by all those who have to sell their labour power in order to live. Depending on age, intelligence, geographical location and many other factors, such people may lead radically different lives from each other, but in all cases their life activity is determined for them. In this respect they lack a basic freedom which is unshared by a privileged minority.

In short, the working class is composed of all those who have to work, and that includes most university teachers. Marshall rejects such a conception of the working class in his first paragraph. He omits to say why.

Yours faithfully,
KEITH GRAHAM
Department of Philosophy,
Bristol University.

Overseas students

from Mr R. B. Perrins
Sir,—I read with interest your article (THES, October 31) under the heading "Overseas Students Under Attack". There has rightly been much concern about the more than substantial amounts which are being expended from public funds towards the education of foreign students in universities and colleges of further education. Scores of millions of pounds are involved each year.

None of us would wish to deny these students the benefits which they must derive from their efforts to achieve a qualification, whether academic or professional. We should recognize, too, that they are required, in many cases to pay higher charges than other students for admission to courses in public educational institutions even if their payment is by no means economic.

Has any thought been given to the part which the private sector can play? The tutorial organization of which I have the honour to be managing director provides a wide and differing range of self-financing courses for students of all the leading secondary schools in England and Wales. A considerable proportion of these students come from overseas.

Our charges, and those of other accountability tutors (and I am sure in other areas also) are reasonable and compare more than favourably with those charged by public sector colleges to overseas students.

A fully linked tutorial and class covering up to 10 months costs between £160 and £270—both figures less than a comparable foundation course in accountancy in a college of further education.

Would it not be advantageous to taxpayer and ratepayer to persuade more students to make use of private tutors? In making this suggestion I am thinking of the benefits to students as well as the savings to the public sector. Scarcely resources should properly be used to their concentration and I believe that such a concentration already exists in the private sector. Have local education authorities ever, earnestly considered whether they would save money by grants to students to follow private rather than public courses?

Yours faithfully,
R. B. PERRINS
H. Poulks Lynch and Co,
53 Great Sutton Street,
London EC1.

from Mr Lyndon Jones
Sir,—The campaign by Dr Keith Hampson MP regarding the needs of overseas students studying in the United Kingdom appears to ignore the fact that:

- The United Kingdom is the only major European country where overseas students higher fees than home students;
- In the absence of overseas student money classes would not reach the minimum numbers required to be viable. Hence, the presence of overseas students widens the choice of courses available to home students;
- Home students are not denied places because of overseas students. Their presence in a class does not mean that the productivity of the teacher has been raised;
- The overseas students enrich the cultural life of the students' world;
- Overseas students spend upwards of £1,500 per annum over and above their fees. This strengthens the balance of payments and generates home employment;
- Because overseas students are trained in the United Kingdom they are long run economic gains to British industry. Whereas students formerly followed the flag now they follow the technology;
- Substantial numbers of overseas students join the United Kingdom professional bodies. For example, the Institute of Bankers have 111 members of which 31,804 are overseas. This results in the export of British standards.

In conclusion, may I inquire whether Dr Hampson would prefer to see such students educated in Britain in a nation whose culture is alien to our democratic way of life.

Yours faithfully,
LYNDON JONES
Principal,
South West London College,
London, SW17.

from Mr Donald Conway
Sir,—We have shared your concern about the lack of planning in higher education and have collected some facts to assess our own situation. The conclusions you presented may be correct in general, but the particular case of computer science is more interesting.

This discipline is relatively new and it is one which was, for the most part, pioneered by the polytechnics.

I feel the situation was misrepresented by your oversimplification that "in the last five-year period, the number of computer science courses has doubled, halving the admissions to most courses". Your analysis overlooked other important facts.

First the increase in courses was planned in response to a growing number of vacancies for graduates in computing and a growing number of school leavers seeking admission to such courses.

Second, during this five-year period, there was an uncorrelated and unnecessary growth in a number of courses provided by universities and this means that overall there has been an increase in new students.

The situation is best considered in the light of much more palatable facts:

- History of computer science courses started or polytechnics: 1965: Brighton, Hatfield, North Staffordshire, Wolverhampton. 1966: Leicester, Teesside. 1969: Glamorgan, Kingston. 1970: Portsmouth. 1971: Lancaster. 1972: Shffield. 1974: Ulster. 1975: Thames.

There are a number of other courses providing graduates for the computing professions:

- Non London: 1968—Statistics/Computing. 1971—Mathematics/Computing.
- Central London: 1969—Part-time Applied Computing.
- Perisley: 1970—Computing/O.R.
- Liverpool: 1974—Statistics/Computing.
- Leeds: Computing/O.R.
- South Bank: Mathematics/Computing.

● The total enrolment figures over the 10-year period 1965-75 are as follows: 105, 208, 303, 396, 397, 411, 400, 360, 306, 364.

● The initial approval of these courses was justified and the subsequent expansion to 12 plus Ulster, was not unreasonable, based on the increasing growth of computing.

● The planning record could still be reasonable as it would appear that the upward trend shown in 1974/75 has been maintained for 1975/76.

We have been pleading for the fact to be made available to UCC and the universities so that necessary duplication could have been avoided. However, facts seem to have been ignored and the past five years have seen the emergence of at least 20 new computer science courses in the university sector, which more than doubled the number available.

Perhaps the universities and the UCC should now consider some rational attempt to reduce the number of courses available in their sector and restrict the intake to one country. It would enable the country to exploit the excellent facilities which have been provided by the polytechnics.

Yours faithfully,
DONALD CONWAY
Chairman,
Standing Committee for polytechnic studies in computer science,
Wetherhampton.

from Mr Arthur Morley
Sir,—A policy of concentrating overseas students in fewer institutions to avoid the worsening of the supply position in secondary schools caused by the present placement of DES policies may give direction to a developing trend.

However, unless this is done by increasing the overall target, number of the chosen institutions, the consequences will be the

exclusion from teacher training of the contribution of very strong humanities departments, which in merger situations will remain among through diversification, together with a reduction in the proportion of primary training places so that we return to the pre-1960 position of primary students being trained in small colleges.

Further, the closure of mathematics, science, music and religious studies departments in smaller institutions would demolish them of the staff in tech professional courses for primary teachers in these crucial areas, both in initial and in-service training.

When the DES will finally wake up to its teacher-training units of less than 1,000 students cannot provide the balance of staffing and resources required and a reasonable range of subjects and options for students.

Yours faithfully,
ARTHUR MORLEY,
Mathematics department,
Trent Polytechnic.

from Mr Eric Zucker and Mr John Hart

Sir,—Under the heading "APT claims colleges devalue name of higher education" (THES, November 14), you were kind enough to quote from the editorial of the November Association of Polytechnic Teachers' Bulletin which referred to the colleges of education/institutions of higher education.

Your own leader critically analyses the role of the HE institutions existing out of the colleges of education and we would agree with much of its content, as this proliferation of such a number of even genuine HE colleges in the present educational climate, is manifestly absurd. (It is interesting that no similar plan exists for the universities.)

However, the institutions to which we were making special reference were those of a lower level, some of which have been formed by amalgamating with further education colleges. It is inconceivable that such institutions should be given the label of higher education, but presumably there is nothing to stop any establishment so naming itself, even if unofficially.

The danger is that the practice inevitably devalues the term "higher education". It is for this reason that we advocated specific terms like "polytechnic education" and "university education" rather than "higher education" with its ever-changing meaning. Presumably another more specific term should be evolved for the genuine "higher education colleges".

May we conclude by stating that the APT realizes that neither the polytechnics nor the universities have a monopoly of "higher education" and that it is to be found in several other areas, including some rarely mentioned. It was for this reason that the APT took the initiative in convening an exploratory conference this month, to exchange ideas on a possible enlarged organization for all teachers involved in higher education.

Yours sincerely,
ERIC ZUCKER,
JOHN HART,
APT Editors,
APT Bulletin,
Clarence Parade,
Southsea, Hampshire.

from Mr R. J. Newcombe
Sir,—I was surprised to read (THES, November 21) that on the back page under the heading "Courses that failed to attract students" your column is listed under the 1974 and 1975 years as nil and blank respectively for the course in institutional management.

I do not, of course, know the source of your information but in fact in the years 1974 and 1975 the institutional management course and the hotel and catering operations course were operated as a unified scheme and our numbers were extremely healthy. The 1974 first year number being 57 and the 1975 first year number being 84.

Yours faithfully,
R. J. NEWCOMBE,
Principal,
Birmingham College of Food and Domestic Art.

Colleges, courses and Sunchester

from Mr Malcolm Rossiter
Sir,—The headline on the "unpopular" facts about polytechnic courses and the accompanying "poly press gang" cartoon by Horner seem to me to be in extremely poor taste, and out of tune with the accompanying article (THES, November 14).

Perhaps one must accept that in the public imagination a "university education" has a much of glamour and charm about it that a mere "polytechnic education" seems to lack. Time may change this view—we shall see.

Perhaps one may also note that universities have reaped the benefits of decades of generous public and private funding which often make polytechnics seem the poor cousins.

But why make the polytechnics the universities' whipping boy? You mention the prime reason for the polytechnics' seeming inability to attract sufficient students to science and engineering courses in your editorial, apparently without realizing that you have done so: universities have imposed their own standards in the subjects in which

they fail to attract students in sufficient numbers. Because of the understandable preference of many (by no means all) prospective students to study in the more congenial and prestigious surroundings of a university campus, the universities are robbing the polytechnics of those who, in better days, would fill those empty courses.

The polytechnics haven't anybody in them—many except bare minimum entry qualifications already.

Your editorial fails to mention a further complicating factor—the universities are making inroads into polytechnic education in both the type and style of courses now being offered in science and technology. If universities are going to compete with polytechnics for industrially-orientated students, polytechnic recruitment must suffer.

The polytechnics' problems are bad enough—let's not aggravate them with ill-considered front-page horror stories.

Yours sincerely,
MALCOLM ROSSITER,
School of Mechanical and Producing Engineering,
Leicester Polytechnic.

from Mr R. F. Hall
Sir,—I hope that when you return to Sunchester and its problems you will do so in that gentle vein of self-mocking parody which must have delighted many readers (THES, November 14).

Your front page linked this leader with "unpalatable" facts about polytechnic courses. I wonder why you regard them as unpalatable; the intakes displayed in the tables on your back page would actually look quite handsome in Sunchester University; why are they so deplorable to Sunchester Polytechnic?

In many respects the figures do not even represent the whole truth. The confidential reports of the DES and David Hencke have both been misled by terminology; there are, for example, many students reading computer science and mathematics, and statistics, not least in this polytechnic, who do so in combined science studies. Similarly the fact that our single honours German course closed, hides the fact that the applicants were transferred to a joint honours option, reading German with another language.

All the same the drift of the figures is not unrepresentative and your editorial matter makes it quite clear that there is rationalization of courses being attempted.

However, the reason I claim that your disclosures are not "unpalatable" is that you have flaked it to the provision of staff. In an institution with an "excellent" student/staff ratio the size of the intake does not matter except as a matter of internal arrangement.

It is a commonplace that intakes very enormously from course to course and a commonplace that staffing ratios have a little more "fat" on them than in many university departments. However, you do not show us that there is any relationship between the two and in the absence of such demonstration your headline completely unsubstantiated.

R. F. HALL,
Academic registrar,
Polytechnic of North London.
The headline was based on the comment of a polytechnic director.—Editor.

from Mr John Prott
Sir,—David Hencke's article, your editorials and Dr Smith's letter all fail to appreciate the significance of the figures of empty places in polytechnics.

These figures relate to a system of accountability in the public sector which is quite absent from private institutions like universities. Polytechnics are accountable for student numbers in a way that universities are not. Although the UCC occasionally attempts to "rationalize" provision, universities do not have minimum number regulations and an inspectorate to enforce them.

But they are not without their numbers problems. Until 1973-74, the Universities Central Council on Admissions used to include in its report a table of estimated places and places filled on degree courses. From 1971 to 1973, the effort of students increased from just under 1,400 to over 6,000. That meant in 1973 that universities estimated they could take nearly 10 per cent more students than they actually attracted. Oddly, since then UCCA has ceased to publish that table. It would be interesting to see it now.

When you and others are calling for efficiency, it is hard to claim that institutions with an effective—and now visible—system of accountability are "inefficient and floundering".

Yours faithfully,
JOHN PRATT,
Centre for Institutional Studies,
North East London Polytechnic.
more letters, page 16



Prague: "Many students arrested for beliefs after Warsaw Pact invasion."

Czechs and Chile

from Mr J. M. Walker
Sir,—Your article on the Chile seminar (THES, November 21) did not say that among the delegations condemning repression in Chile was an officially-backed one from Czechoslovakia (CSUV).

In 1969 the Czech Student Union (SVS) was dissolved by the Government and CSUV was created as a more amenable tool of student control. Since then many hundreds of socialists and communists have been imprisoned solely for their political beliefs. Many, such as student leader Jiri Müller, are still serving long sentences.

The Committee to Defend Czechoslovak Socialists issued a statement,

circulated at the seminar, asking the CSUV delegates why they did not also condemn this oppression in their own country.

It could also be asked why NUS, as joint host of the meeting, did not object to CSUV attending, as the policy of NUS, clearly spelled out by its conference, is not to recognize CSUV.

The Broad Left majority on the NUS Executive is seeking closer ties with the International Union of Students, the other joint host of the seminar. As the IUS (headquarters, Vozelova 3, Prague) has devoted much energy to promoting CSUV internationally, and to defending the "necessity" of the Warsaw Pact

invasion of Czechoslovakia, a vigorous defence of the repressed students and academics of Czechoslovakia possibly seemed inappropriate. How many more sacrifices of principle will this wooing of IUS require?

The NUS's betrayal of its policy of support for those suffering in Czechoslovakia bodes ill for the future quality of its solidarity with others—something the Chileans might ponder.

Yours faithfully,
J. M. WALKER,
Committee to Defend Czechoslovak Socialists,
Makepeace Mansions,
London, N6.

V-c's back pay

from Professor John Griffith
Sir,—You published a piece on my objections to honorearia being paid to the Vice-Chancellor of London University (THES, November 21). May I make two points? First, there is nothing remotely personal about my objections. I am concerned about the vice-chancellorship not about any individual holder of the office. Had my own director held the position I would have made the same objections.

Secondly, your piece was headed "V-c's back pay is illegal, professor alleges". This is true enough, but was a minor part of my objections. I am much more concerned about the policy of the senate decision which led to the making of a considerable payment, not only in arrears but for the future.

I understand it is the intention that the annual honorarium of

£4,668 or more is to be paid indefinitely to the holder of the office. Hitherto no such payment has been made and to institute this at the present time seems to me to be wholly unacceptable.

Yours faithfully,
JOHN GRIFFITH,
Professor of Law,
London School of Economics.

Maths teaching

from Mr G. Jones
Sir,—The proposal of Professor A. K. Holliday, Grant professor of inorganic chemistry, Liverpool University (THES, November 14) to make available, university teachers for secondment to the schools of local authorities on Merseyside for up to a year, for A-level courses is salutary as well as diagnostic of our

countrywide deficiencies of under-staffing.

Rorty years ago chemistry was taught in grammar schools to half-sized classes with trained vigilant laboratory staff in attendance. Today chemistry is taught in comprehensive schools to full-sized classes and without a laboratory assistant since ancillary help is shared between staff rather than being assigned to a particular laboratory.

Inevitably chemistry teaching is being attempted where motivation, control and safety are eroded by inadequate staffing. Existing teachers are struggling for examination passes at O and A levels but such short-cuts do not expose the impoverishment of a basic curriculum for the sciences.

Yours faithfully,
G. JAMES,
Kingsstanding Road,
Birmingham.

Chairs

Professor Peter Philip Benham, who at present holds the second chair of mechanical engineering, has been appointed to the chair of aeronautical engineering, Queen's University Belfast.

The title of emeritus professor has been conferred on the following at the Queen's University, Belfast: Rev T. Crowley, Mr N. Cuthbert, Mr H. J. G. Gedd, Mr E. D. Phillips.

The title of emeritus professor has been conferred on the following at the University of Hull: Professor R. T. G. Gedd, Mr E. D. Phillips.

Appointments

Universities

Belfast

Lecturers: R. J. McClelland (mycology); J. L. Gurnan (social philosophy); R. F. C. McDowell (chest radiology); M. S. Camlin, M. R. Harvey, A. S. Faldut (agricultural botany); D. B. Harper (agricultural and food chemistry); G. Morrison (agricultural botany); E. D. Hughes, A. G. S. Crawford, S. A. McBurney (agricultural economics); P. W. Bartholomew, W. A. Timoney (crop and animal production).

East Anglia

Lecturers: R. James (school of biological sciences); D. Owen (school of environmental sciences); C. Baylis (school of English and American studies); E. Cook, V. Croghan, B. Elworthy, M. C. Gilling, M. A. Laffan (school of European studies); J. R. Greenaway, C. L. Jones (school of social studies); Temporary lecturers: C. M. Brightman, T. A. Marsbell (school of English); E. R. D. Jones (school of social studies); Visiting fellow: Professor J. R. Mahony (school of social studies); Senior research associates: T. Brittain, M. V. Jones (school of biological sciences); K. G. Marshall, R. A. Gaskell, C. A. Romsden, S. J. Say (school of chemical sciences); J. M. Craddock, M. J. Kenning (school of environmental sciences); E. Evans-Jones (school of mathematics and physics).

Heriot-Watt

Director: Professor Keith G. Lumsden (Renzo Falchini Research Centre). Visiting senior lecturer: Dr C. A. Gregory (chemical and process engineering). Honorary professor: Emeritus Professor E. N. Wilmer (zoology). Lecturer: B. F. Harper (biology). Research associates: A. L. Thomas (electrical and electronic engineering); N. S. Wilkes (mathematics); A. Cameron (pharmacy).

Swansea

President: Mr H. J. Habokuk (University College).

Stirling

Programme tutor: Victor T. C. Middleton (Hotel, Catering and Tourism Management).

General

Mr John Cassels, of present chief executive of the training services agency, has been appointed Director of the Manpower Services Commission, Mr K. R. Cooper, as senior chief executive of the Employment Service Agency, has been appointed chief executive of the Training Services Agency.

Mr David James, director of the department of adult education of the University of Surrey, has been appointed to the General Council for England and Wales by the Privy Council.

The Royal Society

Inter-University Council visiting professor: Professor E. C. Amoroso (animal physiology, University of Nairobi); Dr J. A. Allen (zoology, University of the West Indies); Dr G. L. Burton (zoology, University of Guyana). President of the Royal Society: Lord Todd, master of Christ's College, Cambridge, and professor of Organic Chemistry, University of Cambridge.

Noticeboard is compiled by Patricia Santinelli and Myrna Monsirato



The Polytechnic of North London around the turn of the century: this photograph of work in the building trades department is included in an illustrated history of Holloway Road which has been on show at the polytechnic's annex in Holloway Road. By popular request the exhibition will be re-named next term (Feature, page 7).

Grants

Universities

Bangor

Economics—£14,000 from the Royal Commission on the distribution of income and wealth for a two-year study of various aspects of the concentration of personal wealth.

Biochemistry and Soil Science—Professor W. Charles Evans, £2,732 from the ARC for an investigation of the strigol principle in brodiaea which causes bright blindness (retinal atrophy) in sheep; £2,056 from the Cancer Research Campaign and £1,000 from the World Health Organisation for work on naturally occurring carcinogens and their environmental hazards, under the direction of Dr Antice Evans; £2,354 from the Agricultural Research Council for work on the value of alpha-protein in human supplements to ruminant diets, under the direction of Mr R. A. Evans and Dr F. E. Axford.

Electronic Engineering Science—Dr D. K. Das Gupta, £7,563 from the SRC for work on electronic energy loss in organic polymers by electron transmission spectroscopy; Dr J. D. East, £3,730 from Decca Survey Ltd to support a PhD student for three years and for research into applications of microprocessors in radio navigation receiving equipment.

Physics and Molecular Sciences—Dr D. K. Das Gupta, £7,563 from the SRC for an investigation into internal motion and rotational diffusion of macromolecules in solution.

Bristol

School of Education—£94,453 from the SRC for a study of management and consultation in a changing system of education, under the direction of Miss J. E. Richardson.

Cambridge

Psychology—£27,997 from the SRC for research on aspects of early parent-child relationships, under the direction of Dr M. P. R. Richards.

King's College Research Centre—£12,409 from the SRC for study of linguistic typology of the non-Slavic languages of the Soviet Union, under the direction of Mr E. Comrie, Mr R. E. Hewitt, Mr D. S. Kelly and Mr J. Payne.

Edinburgh—£27,997 from the SRC for research into semantic systems for natural languages, under the direction of Mr A. C. Dugas.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

Edinburgh—£27,997 from the SRC for research in secondary and tertiary education, under the direction of Mr A. P. Metherell.

The following grants have been awarded by the Cancer Research Campaign:

Veterinary Pathology—£19,397 for continued research work in cancer, under the direction of Dr J. Campbell.

Veterinary Medicine—£16,750 for continued support of a pig lymphoma carcinoma investigation, under the direction of Dr P. J. Jones.

Pathology—£14,555 for research on intracellular control mechanisms of apoptosis under the direction of Professor A. R. Currie; £3,919 for research on the cellular basis of Hodgkin's Disease with reference to the Reed-Sternberg cell under the direction of Dr P. J. Jones.

Animal Cell—£10,334 in continued support of research on localization of specific viral genomes within transmembrane cells and tumours of molecular hybridization under the direction of Dr K. W. Jones; £9,339 for research on the role of cell surface properties in intercellular interactions under the direction of Dr J. Campbell.

Hyperplasticity and invasiveness of low epithelial cells under the direction of Mrs R. M. Clayton; £8,691 in continued support of research on a comparison of an RNA population in different leucemic cells and cell lines under the direction of Dr J. Campbell.

Zoology—£3,270 for continued support of research on the purification and properties of SV40 virus-specific messenger RNAs in human transformed cells under the direction of Dr U. Leising.

Bacteriology—£7,532 in support of an investigation into the non-specific antimicrobial effect of rorysaccharin on parvovirus upon immune response, under the direction of Dr W. H. McBride.

Western General Hospital—£4,565 in support of studies on the anti-tumour activity of naturally-occurring under the direction of Dr A. E. Williams.

Exeter

Chemical Engineering—Professor P. M. C. Lacey and Dr M. A. Patrick, £1,100 for a research assistant for one year to make a study of wind-power coupled to hydraulic energy storage.

Kent

Quantitative Social Science—£5,175 for research into the testing for application error in econometric models, under the direction of A. G. Harvey and G. D. A. Phillips.

Lancaster

Linguistics and Modern English Language—£5,340 from the SRC for corpus-based semantic analysis of modal auxiliary verbs to British and American English, under the direction of Professor G. N. Leech.

Sussex

Centre for Contemporary European Studies—£29,382 from the SRC for a study of inflation and income, relative to a clear and detailed set of information for the home economics student.

Education, Inequality and Life Chances (published by the OECD). Available from HMSO bookshops Vol 1 and 2, £10.60. Income distribution, the economy and social mobility were among the topics discussed by government officials, educationists and sociologists at a recent OECD Seminar.

Classification of Educational Systems—Island, New Zealand, Portugal (published by the OECD). Available from HMSO bookshops, £1.80. The volume concludes a series giving a detailed description of the education systems in member countries. The classification, designed as a framework for compiling comparable education statistics, ranges from pre-primary level to teacher training and adult education.

Classification of Educational Systems—Island, New Zealand, Portugal (published by the OECD). Available from HMSO bookshops, £1.80. The volume concludes a series giving a detailed description of the education systems in member countries. The classification, designed as a framework for compiling comparable education statistics, ranges from pre-primary level to teacher training and adult education.

Classification of Educational Systems—Island, New Zealand, Portugal (published by the OECD). Available from HMSO bookshops, £1.80. The volume concludes a series giving a detailed description of the education systems in member countries. The classification, designed as a framework for compiling comparable education statistics, ranges from pre-primary level to teacher training and adult education.

Classification of Educational Systems—Island, New Zealand, Portugal (published by the OECD). Available from HMSO bookshops, £1.80. The volume concludes a series giving a detailed description of the education systems in member countries. The classification, designed as a framework for compiling comparable education statistics, ranges from pre-primary level to teacher training and adult education.

Forthcoming events

The annual conference of the Group on the Russian Revolution will be held at the University of Manchester on January 3-5, 1976. Applications for membership should be sent to: D. Leung, Department of History, University of Aberdeen, College, Old Aberdeen AB9 8QY. Further details from Kate Leung, Russian Revolution Study Group, University, Staffs, P.O. Box 114.

A course of advanced lectures and seminars dealing with aspects of the use of materials will be held in the Department of Chemistry, University of Manchester, from January 12-16, 1976. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A two-day conference organized by the Department of Chemistry and Technology, Polytechnic of North London, in association with the British Association for the Advancement of Science, on the nature and development of chemical education will be held on January 27-28, 1976, at the Polytechnic of North London, Holloway Road, London N7 8RN. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

The University Teaching Unit are holding two study groups on innovations in higher education. The first group, on the nature and development of chemical education, will be held on January 27-28, 1976, at the Polytechnic of North London, Holloway Road, London N7 8RN. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A short seminar on new housing finance will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

A seminar will be held on January 12-14, 1976, at the School of Architecture, University of Manchester, Oxford Road, Manchester M13 9PL. Further details from Dr J. S. Burdett, Department of Chemistry, University of Manchester, Oxford Road, Manchester M13 9PL.

Plotting the graduate's path forward

S. L. Bragg discusses the results of the first three years' work of the Central Services Unit for University Careers and Appointments Services

one realizes that the lists must cover a significant proportion of all vacancies.

Advertisers now pay £15 for each insertion—unless they are charities, whose insertions are carried free—and the fees cover all the marginal costs of the operation. The management committee has steadily maintained that since the unit like the careers officers it aims to help, is student-oriented, it must never become dependent on outside support.

The basic costs of staff, accommodation and so on are therefore covered by annual subscriptions from universities and polytechnics, which totalled £35,000 in 1974-75. Other activities are expected to cover their marginal costs.

The University Grants Committee's statistics of first employment, which are far more detailed, usually appear nearly a year later than those published by CSU. Their value is thus more historic than practical, and indeed they can be seriously misleading at a time when conditions are changing fast in the employment field.

Further, they cover only the output from universities and not the increasing number of graduates from polytechnics and other institutions, on the one hand, and the indicators of the overall graduate situation.

It therefore seems rather unfair, in these times of financial stringency, to load on to the university vote the extra cost of providing officers who are doing a job which is of little direct use to the institutions themselves.

Analysis of the current vacancy lists, on the other hand, provides a really up-to-date review of the current situation. The CSU is therefore, in my view, a positive force for good, and the first few pages of the report discuss the demand for graduates in considerable detail.

The encouraging point to emerge is that, in spite of all the economic difficulties in Britain, graduate recruitment has so far been maintained. The lesson of the 1971 disaster, when many companies suddenly stopped recruitment com-

pletely and even withdrew offers of employment which they had already made, seems to have been learnt.

So although there were variations in the degrees of optimism or pessimism suggested by the recruitment figures of different firms, there was a sign of penitence. It is clear that if anyone who has just left full-time education is unemployed it is in spite of being a graduate, not because of it.

One has, however, a slight foreboding about 1976. The recruitment of graduates by local and central government has been steadily growing over the years. But new we are hearing ominous murmurings about cut-backs and overmanning.

Institutions which run sandwich courses are already finding significant reductions in the placements previously available in these areas. It would indeed be sad if industry's mistakes of 1971, the effects of which are only just being worked out of the system, were now in the recruitment of an even larger scale by public authorities.

The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment, and not as one time can be subjected to stop and go fluctuations with out serious consequences.

The comments about 1976 probably apply more strongly to the non-numerate than to the numerate disciplines. Perhaps because the 1971 debacle diverted potential candidates to other disciplines, engineers and technicians are still in relatively short supply, and must graduates may expect to have a choice of offers. Production engineers and metallurgists are particularly sought after and there will almost certainly be unfilled vacancies, too, for graduate school teachers in science and mathematics.

But perhaps this is only a symptom of the present unsatisfactory situation, in which almost half our potential numerate skill is still untapped. Until there are as many vocations as there are graduates, and technological subjects in British institutions of higher education, we will always be missing something.

The author is vice-chancellor and principal of Brunel University, and chairman of the Central Services Unit Management Committee.

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Graduation: the beginning rather than the end. "The recruitment of new graduates, who have taken three or four years over their studies, should be considered by employers as a steady and continuous process of investment."

Even a bus journey might count as an educational experience

John Pratt puts the case in favour of developing polytechnics and colleges of education on a multi-site basis

demer community is the campus. Not only do teachers and students from many disciplines work closely together, but universities have halls of residence where students and staff live, and the campus therefore acts as the setting for social activities which are part of the corporate life of the institution.

All this, however, only applies to one type of higher education. Many institutions in Britain and elsewhere have quite different aims, which can be vocational, expansionist, or a desire to respond to local need. Similarly, pressures for more democratic education, for education to be permanent and for more radical alternatives all point to quite different models.

A higher education institution which seeks to be comprehensive must find ways of becoming more open and useful. Its curriculum and courses should be relevant to the work and lives of students.

Unlike the university, it should not seek to isolate the institution from day-to-day life, but should develop from mundane or practical issues the insights, critical faculties and competence which would be useful in the rest of the student's life.

This view of education has implications for the spatial arrangement of the institution. Unlike the academic community, which is a closed circle, the community of education is a device developed to protect freedom of thought and expression, and the physical embodiment of the ne-

those amongst themselves, and does not try to isolate students from the hostile-and-busite.

It is contradictory to argue for a new type of education, and yet to expect the institution itself to remain self-contained. The dispersal of an institution enables smaller units to be in closer contact with the locality, and students and staff more open to the local community.

Even the travelling from site to site might be counted an educational experience—though stuck in a traffic jam or bus queue it may take an overwhelming internalization of institutional goals to remember this.

In practical terms, whereas the aims of the university are to educate a small elite, institutions which serve a greater proportion of the population can draw their students from a much smaller catchment area.

It is also evident that working-class students are more likely to attend part-time courses, and democratic higher education institutions should cater for them by being within easy access of home or workplace.

The effect of an institution on its social and economic environment must also be taken into account. It may seem a disadvantage that there is no centre on the site, or that there is no bookshop on the campus, but in terms of wider social context it may be an advantage to rely on local services.

A bookshop on the campus is shut off from the public. Staff and students may also help suppress the insights, critical faculties and competence which would be useful in the rest of the student's life.

Higher education also places pressures on local housing and transport services. Similarly, a large number of students requiring lodgings near a campus compete with people living and working in the area. More

over, students in some urban areas could poor families for accommodation.

Students, particularly in groups, have been able to pay more for cheaper flats and rooms, and are preferable tenants in that they are temporary and less demanding. Thus in some areas the presence of higher education institutions has indirectly accentuated the housing crisis.

Similarly, large numbers of students using transport facilities at the end of the working day, can add to the strain on services in urban areas.

I have argued for dispersed institutions, but do not claim that they are without problems. We need to know how to govern and administer each institution, how to establish for their members and the public a sense of identity and purpose, and what academic structure is most apt.

We also need to know how staff and students are best deployed, how to establish effective communication between sites; whether or not there are extra costs involved; and how to interconnect effectively with the community.

All these questions need urgent attention, be regarded as a second battle. The purpose, problems, and methods of operation are of importance not only to those working in them, but also more generally to all those involved in the debate about the purpose and role of higher education and the operation of its various types of institution.

The author is director of the Centre for Institutional Studies at North East London Polytechnic.

NORTH AMERICAN NEWS

MICHAEL BINYON reports
from WashingtonThe Times (London)
Tel. 202 6386785Room 541
National Press Building
Washington D.C.Black numbers keep rising
—but so do drop-out totals

More blacks than ever before are now entering college, but many more drop out than white students, according to a study by the Census Bureau.

Black enrolment last October was 12.3 per cent of total college intake — slightly higher than the total black proportion of the American population at 11.4 per cent.

In a census in 1970, blacks were 11.1 per cent of the population, but only 9 per cent of first-year college students.

The bureau said that although its findings were subject to statistical error, the difference in drop-out rates was too wide to be the result of error. Of the white students who entered college in 1971, 57 per cent remained in their final year in 1974, compared with 40 per cent of blacks. Altogether blacks accounted for 9.2 per cent of the total number of undergraduates. This year's black enrolment shows a 19 per cent in-

crease in last year. Student numbers in America were reckoned by the bureau as 9.9m.

The bureau's report, which covered school as well as college enrolment, found that women had a higher drop-out rate than men for both levels.

Of the white men entering college in 1971, 61.3 per cent remained last year, compared with 52.1 per cent for white women, 47.4 per cent for black men and 34.7 per cent for black women.

The greatest increase in enrolment over the past 10 years has been among older students. The proportion of 18 to 24 year olds at college has remained stable since 1970, but the proportion of students 25 to 34 has increased from 2 per cent in the early 50s to 5.5 per cent in 1970 and 7.4 per cent last year. About 42 per cent of the older students were graduates, and 33 per cent in their first two years.

Reorganization laws deadlocked

Massive legislation proposing a reorganization of the Office of Education, a reform of the law governing vocational education and a tightening of regulations on student loans appear to be stalled at sub-committee stage.

The legislation may have to be held over till next session. This could be difficult in an election year, particularly if the financial clauses are not put into effect in time.

The Education Amendments of 1975 Bill was due to be presented to the Senate's Labour and Public Welfare Committee today, when the Christmas recess begins. It is a wide-ranging Bill, introduced by Senator Claiborne Pell, chairman of the Education Sub-committee.

But last week discussion of the many clauses ran out of time, and the sub-committee was limited to a "conversation" on its contents.

The Bill contains a controversial reform of the funding of vocational education in each State. Under current law, at least 15 per cent of a State's funds are to be spent on post-secondary vocational education.

In most States, however, officials making funding decisions are legally responsible only for secondary level

vocational education, and these officials must meet the 15 per cent figure as a maximum.

Rather than increase the funding for post-secondary education, as some have suggested, the Pell Bill would create State planning commissions for vocational education.

The scheme would allow each State to devote as little or as much money to vocational education as it wants.

The second major reform in the Bill aims to cut down the rate of default on guaranteed student loans — loans made by the Government which students repay after graduation.

The Office of Education reckons the default rate in 1976 will be 14.1 per cent.

The Bill would prohibit students from declaring themselves bankrupt to avoid repayment within five years of the loan entering the repayment period.

An unemployed student would have his loan deferred up to a year so that he was not forced to default on his obligation.

The Bill would also make it illegal for private institutions to hire commissioned salesmen to promote the availability of loans, and colleges could not serve as

lenders if default rates exceed 10 per cent.

This is particularly aimed at ending the kind of fraud and abuse of the system by unscrupulous private colleges recently exposed in a chain of colleges in California.

The third leg of the Pell Bill deals with the actual machinery of the Government. It proposes to reorganize the Office of Education, which is currently split between the Department of Health, Education and Welfare, and the Department of the Interior.

This last proposal is not as controversial as it appears. There are already several bills in Congress to reorganize the Office of Education, which is currently being attacked by Congress as alleged inefficiency, and there is also constant calls for the upgrade of education within the Government hierarchy.

Last year the office was reorganized by having the statistics branch removed from it, but this did not make any noticeable difference to its functioning.

Nevertheless, Senator Pell's Bill is a time of growing financial and political involvement of the Federal Government in education is likely to make the slow but inevitable reorganization of education within the United States.

New York gets ready for worst

The troubled City University of New York has decided that it has decided to stop the policy of "open admissions" as part of its efforts to cut its budget. But it is clear that admissions rules will be changed, making it significantly more difficult to enter the vast New York network of colleges.

The university also dismisses the proposal, given great publicity in the past few weeks, that it should be taken over by the other neighbouring academic giant, the State University of New York.

A task force appointed recently by the Board of Regents to look into the prospects of CUNY has already hinted that it would not like to see a merger between the two.

The task force was due to report last week, and what it says will carry great weight in Albany, the state capital, where the affairs of New York City and its finances are now mainly decided.

A decision on the future of CUNY must be made within the next two weeks if the university is to survive the coming semester and to start planning long-term changes.

CUNY is under no illusions that it can continue without severe damage to either of its two sacrosanct principles: free tuition and open admissions.

Dr Robert Kibbee, the chancellor, believes that restricting entry would be the lesser of the two evils. Tuition fees, he believes, would immediately hurt those students the university has made a special effort to attract: the underprivileged city poor.

Tuition fees would not necessarily save money, as they could easily



New York, still its City University, in financial trouble.

lead to matching cuts in other forms of funding, and once instituted they could probably never be abolished.

It also feels that the middle classes, who already support the university in direct taxation, would withdraw other support if their children could not benefit from free tuition.

The restriction on admissions Dr Kibbee now proposes would mean that school-leavers in the bottom third of their class would have to take a special test to prove they had sufficient reading and mathematical ability.

This is a retreat from the five-year-old policy of guaranteeing a place to every New York pupil who applied and spending around \$30m a year on remedial education to bring the disadvantaged up to the level of other applicants.

The chancellor also proposes making it more difficult for a student to stay in the university. If his

work is not up to standard, the long term CUNY, whose numbers have almost doubled since open admissions policy began, would try to reduce admissions to 20 per cent.

No proposals have yet been fully endorsed by the main staff, many of whom bitterly oppose any cutbacks. As it is, CUNY is a virtual standstill on new appointments, and a number of its outstanding lecturers who were taken up jobs at New York have been frightened away.

The restriction on admissions Dr Kibbee now proposes would mean that school-leavers in the bottom third of their class would have to take a special test to prove they had sufficient reading and mathematical ability.

Grants boost for cash-hit Columbia

Although Columbia University is in the midst of financial crisis (THE TIMES, October 31) one of its schools has just landed three substantial grants and will shortly expand its facilities.

Columbia's School of Dental and Oral Surgery has received a total of \$7.5m in grants — the largest the school has ever received — from the Federal Government, New York State, the Samuel J. and Evelyn L. Wood Foundation.

The school hopes to raise an additional \$3.3m for its current expansion programme, which includes construction of new libraries and conference halls, two new professorships and increases in faculty salaries.

The school, which now gets 46,000 patient visits a year, will increase its patient load to 60,000 within the next five years.

An additional \$5m in endowments is being sought in order to increase the faculty from 39 to 48 members and to end the school of dental medicine's financial crisis. These were formerly made up of Columbia University's general purpose fund, which is now exhausted.

It's a real dog's life...

Oliver D. Birnbaum has just been named an "outstanding educator in America" after being nominated by the Chancellor of the University of Wisconsin-Oshkosh. He has received a plaque and congratulatory letter and is due to be included in a volume of other outstanding personalities.

His master, Chancellor Robert Birnbaum, was given an application form by a colleague which he filled in for fun. The "D" after Oliver's name stands for dog.

A letter soon arrived from Fuller and Dees marketing group, pub-

lishers of *Outstanding Educators in America*. "We salute you as a distinguished educator," it said. "Only a small number of men and women are named by their school officials each year."

The Chancellor was going to let the matter drop, but another colleague arrived asking for a signed material. "That, he believed, was going too far. So he believed in a dog's life, and provided his own published articles.

'Lease facilities to foreigners' call

A proposal for countries to lease underused college facilities in America to develop their own programmes was made last week by Dr John Silber, president of Boston University.

Speaking to the International Association of University Presidents, Dr Silber said the decline in the American birthrate and the increase in foreign-born students gave

the country a chance to help developing nations at very little cost.

The cost of the lease could be met through better management of the United States and developed countries.

Foreign students benefit from living in a country with a technological society of a kind inevitably foreseen by the United Nations in its development plan.

Sweden

Chronic lack of scientists forecast

from Mike Ouckonfield

STOCKHOLM

A warning that Sweden is heading for a chronic shortage of scientists and technologists in the 1980s, despite the upward turn in university admissions this autumn, has been made by the Royal Academy of Engineering Sciences in its annual report.

Professor Gunnar Hambræus, the academy's executive director, estimated that by the end of this decade there will only be about 5,000 qualified secondary school leavers choosing to take up the 8,000 university and college places for first year science, technology, dentistry and medicine students. Of these, science is expected to be the worst hit.

The professor's fears about the declining popularity of science — for which he largely blames the much-publicised side-effects of modern technology such as pollution and computerisation — have been echoed by the Education Ministry in a report specially prepared for the Council of Europe.

Its authors admit "serious anxiety" over the situation and anticipate a manpower shortage for nuclear energy and environmental research.

Unlike the humanities and social sciences, natural science and technology have not benefited greatly from the large-scale influx of mature students into higher education during the past five years.

As a result, recruitment to these faculties still depends very much on the number of pupils leaving the four-year technical and three-year science and mathematics lines of the upper secondary school, and, in the case of science, on the number of pupils leaving the gymnasium since the late 1960s.

The three-year line, which is theoretically based, is one of those to suffer most from the trend towards vocationally oriented studies, and both lines now only comprise 13 per cent of all full-time sec-



Serious concern about future of research.

ondary students compared with 21.8 per cent four years ago.

This autumn's intake of 8,126 compared the lowest for more than 15 years and many schools were unable to fill their quota of places. During the past six years alone, numbers have fallen by one third.

In addition, the drop-out rate has increased from 19.9 per cent at the beginning of the decade to the present 27.5 per cent and, as only three quarters of those completing studies finally opt to go to university, it is expected that only about 3,600 will do so by 1980.

In comparison, there has been an 11 per cent increase in admissions to the four-year technical line during the last six years. However, studies are vocationally based and only one in four usually go on to higher education.

Also, the drop-out rate has increased from 25 per cent to 35 per cent since 1971. As a result, only about 1,300 of this autumn's 6,729 first year intake are eventually expected to go to university.

These trends have already begun to affect the science faculties, there being a 40 per cent drop in first-year students during the last seven years. In 1968, when higher education was at the peak of its recent popularity, one in six enrolled in these faculties; now the ratio within the much smaller overall total of students is less than one in 11.

According to the UES reform guidelines, which lay down lower

and upper limits for entry to the five vocational sectors of higher education based on estimates of national manpower needs, between 7,810 and 8,231 future scientists, technologists, doctors, dentists and vets should start higher tuition every year by the late 1970s.

As there is usually fierce competition to enter medicine, this could leave about 6,400 science and technology places to be filled by only 3,500 school leavers.

Like Professor Hambræus, the ministry authors also feel that environmental despoliation has helped make science an unattractive study. However, they add that the saturation of the labour market in the late 1960s, the economic recession of the early 1970s and the drying up of teaching possibilities have also played a part.

Possible solutions would include tackling the drop-out rate, introducing more interdisciplinary courses and attracting more mature and women students. As present only 12 per cent of technology and 29 per cent of science and mathematics students are women, although they make up almost half of all higher education enrolments.

There could also be changes in the comprehensive school curriculum, which allocates only 13 per cent of teaching time in the final three years to the sciences, and the Swedish Association of Academics (SACO) has launched an information campaign to try and raise pupil interest.

Italy
Staff strike over 'neglect'

from Patricia Clough

ROME

Italian universities were virtually paralysed for two days last week by a strike of both teaching and non-teaching staff in protest at Government neglect of university problems.

Staff unions said that between 90 and 95 per cent of their members were in the strike.

The staffs' many complaints included the increasing difficulties in teaching due to overcrowding, shortage of staff space and equipment, the lack of funds and acceptance of scientific research and the Government's failure to fulfil its promises of a large-scale university building programme.

They were also protesting about the continued employment of university assistants on a temporary basis without any job or social security.

The staffs are particularly angry about what they regard as attempts by the Education Ministry to hamper by bureaucratic means efforts by several universities to give themselves new and more democratic forms of self-government.

While they were striking, however, a 550,000-lira (£260m) Bill for university building, extensions and modernisation over the next two years was approved in the Senate. The Bill now goes to the Chamber of Deputies for approval.

Holland
End of binary system comes one step nearer

from Lynn George

AMSTERDAM

General higher education courses should be introduced as soon as possible, according to a report from the ministerial Commission for Developing Higher Education.

This body, under the chairmanship of Dr R. A. de Moor, sociology professor at Tilburg University, was set up in 1970 to advise on university education only.

But in 1973 Dr de Moor Keesse, the incoming Education Minister, extended its role to all tertiary education. Together with the Wageningen Commission responsible for the recent university programme reform, it has weighty influence on any decisions related to higher education changes.

The new proposals bring one step nearer the Government's aim of disposing with the binary system. Instead of training students for specific professions or for specialist research the new programmes would equip them for a variety of jobs and thus make them more adaptable to a fluctuating graduate labour market.

Latest conservative estimates on this score, published by the Employment Bureau for Graduates, suggest that by 1980 at least 7,000 graduates will be unemployed.

This September alone 3,700 graduates were still without work, more than double the 1972 figure. Payroll figures for the last year showed that the number of graduates in the labour force had risen to 1.5 million.

Republic of Ireland
Universities get an extra £3m

from Paddy Barlow

DUBLIN

A supplementary estimate for 1976-77 for higher education was introduced to the Dail last week by Mr. Richard Burke, Minister for Education, but all the present indications are that it will fail to meet the current needs of the universities.

The bulk of the estimate, just over £3m, would, he said, "enable the Colleges to reduce their financial deficits and be in a better position to meet their commitments in 1976".

The implication that many of the colleges will remain overdrawn on current account is unmistakable.

Spain
Students go to the polls

Elections of student delegates for Madrid universities were taking place this week. The elections, due earlier this month, were postponed after the death of General Franco.

Students were allowed to elect delegates last academic year for the first time since 1969.

France

Universities in the cold over teacher training

from George Morgan

NICE

Three universities, Rennes, Montpellier and Paris XIII, have just been given ministerial permission to introduce experimental programmes for training future *lycée* teachers.

Under a new scheme prospective teachers will begin their practical training immediately after the two-year general studies diploma and before the traditional *capes* recruitment examination at the end of the fourth year.

In addition to their normal studies leading up to the *licence* and *Maîtrise*, students will follow courses in education theory and practice and will be expected to observe teaching methods in local *lycees*.

The content of the teacher training programmes is to be laid down by university presidents and the Ministry of Education. Responsibility for running the schemes will be given to an academic body to be known as the *conseil* — appointed jointly by

M René Haby, Minister of Education, and M Jean-Pierre Soisson, Secretary of State for Universities.

Although still in the experimental stage it is clear that the new schemes will form the prototype for the new "teacher training centres" to be set up in 1978 as part of the Haby reform for upgrading secondary education. Little room is left, in fact, for experiment at university level and close checks are to be kept on the content of courses and the methods adopted.

It is clear, too, that M Haby has gained the advantage in the battle with M Soisson over who should have responsibility for teacher training. Although the experiment will take place in a university setting, much of the pre-professional training will be entrusted to secondary teachers and school inspectors.

M Haby recently claimed that the university were "inexperienced" in the field of teacher training, a remark which has brought angry reactions from university teachers throughout the country.

Vincennes sit-in continues

The "sit-in" at Vincennes University is now in its third week. Students and staff who have been occupying the campus have refused to move until the university is allowed to use the buildings to ease its acute overcrowding problems (THE TIMES, December 5).

He added that although there was no question of turning students away at this stage, they would not be taken into consideration when Vincennes's 1976 grant was brought up for re-evaluation later this month.

In an attempt to ease congestion, the Minister has now appealed to other universities to take in some of the overspill from Vincennes.

Sri Lanka

Government moves to take absolute powers

from D. B. Udalgama

COLOMBO

A new Bill to amend the University Act of 1972 empowers the Education Minister at his sole discretion to appoint the university's vice-chancellor, presidents of campuses, deans of faculties, registrar and assistant registrar.

He would also be able to remove them from office with no right of appeal to the courts.

The Bill provides, too, for the setting up of a Planning and Grants Committee, whose members would be appointed by the Minister.

It abolishes academic committees and changes the composition of the board of governors, the university senate, campus boards and councils of faculties.

It also provides for two student members, nominated by the students' council of a campus, to be on a campus board. But they will be present at meetings only on the invitation of the president of a campus and he allowed to discuss only matters affecting student welfare, sports and hostel facilities.

The Bill stipulates that the university should actively participate in organising and executing extension courses and adult education programmes in collaboration with campus staff and students.

The provision in the 1972 Act for a student representative, elected by the students' council, to be on the board of governors would be withdrawn.

University teachers have already expressed their opposition to the proposed amendments, in particular those which give absolute power to the Minister to appoint and remove the vice-chancellor and which call for the abolition of the academic committees.

Some students have also expressed their opposition to the proposed amendments.

Some students have also expressed their opposition to the proposed amendments.

Some students have also expressed their opposition to the proposed amendments.

Some students have also expressed their opposition to the proposed amendments.

Some students have also expressed their opposition to the proposed amendments.

52
Christmas presents
for only £10.40

A year's subscription to THE TIMES means 52 reminders of your thoughtfulness. So give a subscription to a friend or colleague this Christmas — it's a simple way to express your goodwill. Please use the coupon below and your gift will soon be on its way.

THE TIMES
Higher Education
SUPPLEMENT

Please arrange for the next 52 issues of The Times Higher Education Supplement to be sent to:

Name _____
Address _____
City _____

Signed _____
Name _____
Address _____
City _____

Date _____

I enclose a cheque, P.O. for £10.40.

To: Subscription Department,
The Times Higher Education Supplement, New Printing House Square,
City's Inn Road, London WC1X 8EZ



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

A Tory trend that points to society's future

British students, being generally rather conformist and timid creatures, tend to follow the intellectual fashions of their time. In the late 1950s and early 1960s, most of the constructive thought came from the centre of British society, to social democracy flourished among students. In the late 1960s and early 1970s, the left, from Mr. Cohn-Bendit to Mr. Bean, burst forth with ideas and, sure enough, strong socialism and Marxism in its various forms became prominent in student politics. In the past year or so there have been signs of an intellectual revival on the right, which line brutally discovered Professor Hovorka on the left, but the discovery Professor Hovorka.

So will the late 1970s and early 1980s see free market competition replace the working-class struggle as the theme of student politics? Certainly, the most striking feature of last weekend's National Union of Students' conference was the prominence of the Federation of Conservative Students, which is not exactly mounting a challenge. A Conservative-backed candidate came third, behind the Broad Left and the Trotskyist, in a poll for an executive vacancy, with a fifth of the votes. Meanwhile, social democracy, which was the dominant political force in the NUS, remains dormant.

It is not so much a matter of large-scale swings of political opinion as a question of who has the confidence to speak out. Conservatism is becoming respectable among students again, and the NUS, which in the past has been a Tory stronghold, is now a Tory stronghold.

Faltering steps to altruism?

The inability of the vice-chancellors' working party to decide finally whether foreign students should be charged more for their education here is one indication of the complexity of this vexed question. It cannot easily be resolved either by recourse to a crude market-place analysis or to pure altruism.

The guiding principle might seem to be that those who can afford to pay the full rate should do so in the belief that this will leave more for those who cannot afford to pay, but the problem is how to sort the rich from the poor.

In any case the problem is not simply one of balancing financial gains against losses. Those who are anxious to apply higher fees to foreign students would do well to study the points made by Mr. Lyndon Jones (page 10). Mr. Jones, who is principal of a college, with a high proportion of foreign students, makes the extremely telling points that foreign students add a richness and diversity to British university and college life both by virtue of their culture and because they make viable many courses which would otherwise collapse through the shortage of British students.

What has really to be settled is this country's attitude towards the subsidy of foreign students. Do we, for example, regard this simply as a matter of foreign aid? Should we let the balance of foreign students' fees be paid by the Ministry for

Overseas Development? How much do we add to the nation that higher education is an international affair, a kind of intellectual Cammou Market where there are no tariff barriers between member states? Do we see foreign students as a source of revenue for the British higher education system? Or do we see them as a source of revenue for the world at the best possible rates? In our present parlous economic state good arguments can be made for and against each attitude.

The Committee of Vice-Chancellors' working party has taken the debate a good way forward and indicates that it will take the matter further in its final report. It says that the amount spent on educating some 26,000 overseas students is around £50m a year, equivalent to the recurrent grants of three or four major universities. The size of the sum involved alone has probably contributed much to the hardening of attitudes among those who want foreign students to pay more, but as Mr. Lyndon Jones's letter indicates, the overall financial picture may be much less severe. It is possible for example that the total spent by foreign students in this country can be around £40m a year.

The chief conclusion should be that an honest decision must be reached and that errors on the side of altruism will do Britain's world position more good than a flimsy economic approach.

Socrates was French

from Mr. John Latham.
Sir, I have just returned from the annual University of Wales colloquium on economic history. There, in one of our few idle moments, we got round to discussing the bitter-sweet situation and the sort of sanctions which university teachers are going to have to apply, sooner or later.

We narrowed our ideas down to the only two which are ever going to be effective—refusal to register students at the start of the year and refusal to mark their examinations at the end of it.

Then one of the only half-jokingly produced a third devastating sanction—to teach wrong things! Nice one?

Yours faithfully,
JOHN LATHAM,
University College,
Swansea.

LETTERS TO THE EDITOR

Stockwell validated

from Mr. William Taylor.
Sir, I am glad that Dr. Brosnan has now given us an example of the evidence on which he relies to arrive at a judgment that university-validated awards in the colleges are not up to par (THESE, December 5).

The facts about Stockwell are these. The college has been successfully preparing students for the London bachelors of education honours degree since 1969, offering art, biology, English, and drama, French, geography, history, mathematics, music and religious studies as main subjects.

Following consideration of detailed college submissions and a series of board of studies visits, approval was given for several subjects, plus movement studies, old film and television, to be continued for the new three and four-year BEd.

In addition, it was agreed that approved units in mathematics, English, history, French, and geography could be offered in several two-subject combinations for a BA degree and non-professional units in education combined with history, religious studies, English or educational broadcasting for a bachelor of humanities.

As Dr. Brosnan knows modular structures are a matter of different combinations. It is thus misleading to suggest that the university approved "32 degrees in one fell swoop", when the college had for some time been successfully involved in degree-level work in several of the subjects concerned.

Yours sincerely,
WILLIAM TAYLOR,
Director, Institute of Education,
London University.

from Professor Harold Brooks.
Sir, I believe I am unusually well placed to answer Dr. George Brosnan's letter, knowing a good deal about degree validation both by the CNA and by the University of London, and about Stockwell College whose newly-validated degree courses he sees fit to impugn.

I am a member of one of the CNA's validating panels. I sat for many months on University of London committees considering criteria for validation and proposals from colleges; have advised some colleges

on their submissions, and visited others to assess their claims. I am a visiting lecturer at Stockwell College.

I assure Dr. Brosnan, from my experience of both bodies, that the difference between CNA criteria and those of the University of London there is no such discrepancy as he suggests.

Thirty-two validations at Stockwell may have been announced together, but in jumping to the conclusion that therefore they were perfunctorily arrived at, Dr. Brosnan writes not only in ignorance, but in disregard of the fact that birth is preceded by gestation. That 32 plants fruit together carries no presumption that they are mushroom growths.

Over several years past, in college after college, I have seen staffs wending with the preparation of submissions and syllabuses, then revealing them to meet the searching comments of the university.

Stockwell has been no exception. I doubt whether the process has been any shorter than with submissions to the CNA. Even if it had, one should bear in mind that the University of London is familiar with its affiliated colleges before the process begins. The CNA, a comparatively new validating body, has much to discover about applicant institutions which the university knows already.

It is a mistake to cry down either the university or the CNA in order to cry up the other; such hostility and suspicion is deplorable.

I deplore also Dr. Brosnan's depreciation of studies not technological or vocational. One supposes that polytechnics were extending their interest in the humanities. If not, what is the prospect for colleges of education, drama and the like where vocational training is combined with liberal studies, in the amalgamations or federations with polytechnics which are taking place?

In face of the present pressure, if not assault, upon Higher and Further Education, we should be fighting each other's battles, not each other's.

Yours faithfully,
HAROLD BROOKS,
Emeritus professor of English,
University of London.

Art education

from Mr. Clive Ashwin.
Sir, The remarks attributed to me in your report of the recent seminar on art education (THESE, December 5) are, so far as I can remember, correct. However, I should like to avoid possible misinterpretation by adding one or two clarifying points of context.

First, my claim that post-graduate courses could be too rigid was made in reference to an individual example, in spite of the apparent rigidity of the prescription for art history on the Diploma in Art and Design (now BA) many colleges claimed and were granted degrees of autonomy and flexibility, and this has become increasingly the case in recent years.

Second, although I would maintain that a minority of fine art graduates are disadvantaged or even hindered by the social realities of life after college, this is a problem which is shared in varying degrees by the whole of higher education, and not at all confined to art education.

In fact, my evidence here in this connection indicates that a considerable majority of art graduates are satisfied with and grateful for the education they received. We have a more responsible to ensure that the majority is an increasing one.

Yours sincerely,
CLIVE ASHWIN,
Middlesex Polytechnic.

Firecraft facts

from Dr. Richard Johnson.
Sir, We have been following with interest your coverage of the Firecraft College affair, the most since members of this group who work at the college and constitute the full-time staff.

Now that the work of the DES public inquiry is complete, we wish to request, through your columns, that the report be made fully public.

There are several reasons for this request. First, the closure of Firecraft and the diminution of very slender resources for residential adult education have become matters of wide public concern. Surely publication is normal in such a case.

Second, it may well be that the careers of individuals are at stake. The members of the governors of Firecraft, and the DES, will take action on the basis of the report; if so, it is a matter of common justice to all parties, that the report should be publicly available.

Finally, it is in the interest of both DES and the members of the inquiry that the report should be made public. During the course of the hearings, our members, submitted evidence which suggested that the principal and governors of Firecraft were actively co-operating with the minister of state to secure an outcome favourable to themselves and against the interests of our members.

According to a written statement, the principal, convolved in the inquiry as a means of confirming that the tutors have been culpable. It would provide the public with the appropriate "cover" to "take".

Publication, then, is especially important to demonstrate the real independence of the inquiry and to re-establish confidence in the (relative) impartiality of the DES and the minister.

Yours sincerely,
RICHARD JOHNSON,
Chairman,
University of Birmingham
Academic Group,
Association of Scientific Technical and Managerial Staff.

SSRC story

from Mr. Terence Chivers.
Sir, Two points from David Walker's review of a decade of SSRC activity tell me a story (THESE, December 5). First, as he says, the SSRC system "undermines university work", grant applications undergoing a "peer group review". Second, he mentions the view that there has always been "spare money".

The end story is that the SSRC system covers the advanced further education system in addition to the universities though not many grants seem to come our way.

Pardon our few grants reflect our low application rate which in turn relates to the need to build a social science research tradition in advanced further education. It is now essential that this be built as every teacher of CNA degrees should be able to carry out research.

What has set out its plan to tertiary far and wide among the polytechnic and like colleges to give pay talks and distribute grant application forms. But could it do more? Why not create a special grant of perhaps a few hundred pounds per applicant which could be made available to social scientists in advanced further education who can show that they are engaged on serious projects.

And why not let these grants be largely administered by a panel drawn from polytechnics and other colleges, such persons are already distributed on most SSRC committees.

In one essential respect, social science research in the advanced further education sector is different from that in universities.

We in the former sector have to build a research tradition and all the attitudes, values and institutions which that implies. We need pump-priming grants to the end of the project already there in order to stimulate a catalytic effect.

The SSRC's present machinery for grants is suitable for a state of research development still in its infancy. New machinery or an adaptation of existing machinery seems to be required.

Why not use some of that "spare money" to underpin more research in advanced further education and do so by means of a "peer group review" of the proposals?

Yours faithfully,
TERENCE CHIVERS,
Department of Social Sciences,
Sunderland Polytechnic.

Student grants

from Dr. J. Lewis.
Sir, The National Union of Students have recently proposed a figure for next session's grant to raise the out of London figure from £740 (full grant) to £1,000.

An immediate comment in the press was to say that in relation to a 30-week session, this represented an increase of more than £60 a week, in contradiction of the Government's income policy. Leaving aside the question of whether student grants should fall within the income policy anyway, the objection is misfounded. If it supposes that the grant is based on 30 weeks.

In the days of open government, the Department of Education and Science would subsidize the grant into its national aims for accommodation, books, travel and so on, and explicitly, the aim to maintain the student in vacation, outside his 30-week standard university year.

While this division is not published by the DES, it is implicitly available in the Department of Health and Social Security who in the summer of 1975 deducted £263 from weekly benefits on the grounds that such a contribution had already been made to vacation costs through the grant.

An elaborate calculation is unnecessary to see that this figure is by the 10 per cent of the grant for the purpose of vacation costs. This shows, I feel, that the increase proposed is not in fact a breach of the £60 a week code.

Yours sincerely,
J. LEWIS,
Hughes Parry Hall,
London University.

Art for society's sake

'It is their potential for transforming everyday life that I would claim is the main social raison d'être of the art colleges' Christopher Cornford discusses the relevance of art education to a technologically-based society

I am going to imagine that I have found myself at some dinner-party or other, neighbour in a rising, indeed already influential, politician who addresses me: "Ab, so you work in an art college. Wish you'd explain to me what you people are up to."

"For as I can make out your students spend their time squalidly hunk and asking questions of ordinary people don't want and don't understand. When they leave nobody wants to employ them, so they can't do anything but teach, which very few of them want to do anyway. You give me any good reasons why this whole lot shouldn't be made over into something useful, say secretarial colleges?"

Yes, I would say: I can give you quite a few. In laying them before you, and in commending as I shall on the present state of higher education in art and design, I must begin with a disclaimer. This will be only a very brief and rather people in the field might give you quite different answers.

Moreover, I have been well over a decade, working at postgraduate level in the Royal College of Art. What I know of other colleges is gleaned from sporadic visits and hearsay. I only wish I knew more.

But it is a safe generalization to say that our sector of education is in a transitional phase. An era—give me the word—has ended with the Homey and Guildford stints of 1968.

A piecemeal, hesitant restructuring has been going on ever since: most conspicuously by the incorporation of twenty art colleges, including the largest, within polytechnics, out of a three-hundred recognized to run courses leading to the new Council for National Awards' bachelors degree in art and design.

This degree is the latest successor of Coldstream's Diploma in Art and Design (Dip AD) which took its first recruits in 1959. The CNA now has its own specialist panel to oversee the new award and its courses; but it's too early yet to say what sort of a job they'll make of it.

There will be problems arising from bureaucracy. There already are. It half hearted is true. Small is beautiful, and polytechnics are not small. Their directors are not appointed for their free, poetic, venturesome turn of mind; nor do they in their turn appoint administrative underlings thus endowed.

One can only hope that the principals and staff of the incorporated art colleges will find ways of retaining the relaxed free-range personalities of the old colleges. In the past, made art colleges such agreeable environments.

One bureaucratic manoeuvre that appears to be afoot—I don't know whether it is connected with the polytechnicization—is a cutting-down of the ratio of part-time relative to full-time staff. The necessity of art colleges depend absolutely on the presence of visitors of numerous and variegated practical artists and designers, not distinct from professional art-educators or administrators.

A small core of the latter is obviously necessary for continuity of committee work; but let that core grow beyond the minimum and slow death is ensured.

Now let us think for a while about the economic destiny of our kind of graduate. I object to the contemptuous way you spoke about teaching. It is true that among fine art graduates (painters, sculptors, print-makers) only a few will be able to make a living in our present culture by the unaided force of their art.

Yet there will therefore look for teaching jobs, perhaps in the public sector, as a way of making a living. I am sure that many of our graduates will find their way into the creative work of advertising agencies, into secondary education, or even into the art departments of comprehensive schools.

The art colleges took on board, during the expansionist period of Dip AD through the 1960s, a great many young members of staff who had neither to die nor (understandably) to resign. Hence part-time teaching in art colleges is by no means as easy to find as it is in other sectors.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, inventiveness and vitality to which the thousands of children will respond. And that is not something to be feared.

The situation could be markedly improved, for reasons I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another thing they would help (and I know it does) in some places) would be a close liaison between local art college staff and their secondary-level opposite numbers.

In this way, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system could be helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

And of course the effectiveness of art colleges as a secondary school staff will be brought into being for the new kind of

greedy depend on the quality of teaching they themselves get during the year of pedagogical training they are now required to undergo (rightly in principle, as I think) before teaching at other than professional level.

Let me also mention a new perspective that has recently opened up. At my college the Department of Education and Science has funded a two-year programme of research, now in its concluding stages, into ways of improving it might almost be true to say that it is a kind of art or craft.

In this context doesn't mean scaled down humanities of, or excerpts from, current professional practice. It refers to every imaginable kind of planning and decision-making process that results in the modern environment being what it is—not in the consideration of what it should become.

Inquiry might start with: "How might we rework the seating in this classroom?" and end with: "What are the pros and cons of the new housing estate at X, or the proposed motorway through Y?"

It is not for nothing that I have said that a curriculum became pervasive (and, rightly so, it is a core subject in the curriculum), having implications in art, craft, engineering, home economics, science, social studies, civics, geography, local history: there would come an excellent knowledge of all design, environmental planning, professional practice, but also a massive public role in gross-routes democracy, as well as being undecipherable by specious advertising. The potential benign effects of this are beyond computation.

But, I confess, you think I'm getting too far away from higher education. I am, though my part I think that art education, regarded as a totality or continuum, and that each level should have solidarity for those that precede and follow it.

Anyway, getting back to the art schools: when you add up one wants to employ art graduates professionally, I suppose you'd forgotten that something like two out of every three of them are designers—of engineering products, consumer durables, furniture, textiles, ceramics, clothes, graphics and so forth—of whom I am sure like potters, weavers, silversmiths and so on.

The majority—until recently the overwhelming majority—of these people live after graduation by the skills they have been trained in, whether as staff designers or freelancers.

In so far as British goods are attractive to be held and to touch, and are handy in use, we have those people and their teachers to thank. Conversely, in so far as our products are shoddy, hideous and malfunctioning, we must blame the manufacturers, accountants and buyers for their insouciance on the false economy of complacency, and for depriving the public as gullible and indiscriminating.

I need not therefore look for teaching jobs, perhaps in the public sector, as a way of making a living. I am sure that many of our graduates will find their way into the creative work of advertising agencies, into secondary education, or even into the art departments of comprehensive schools.

The art colleges took on board, during the expansionist period of Dip AD through the 1960s, a great many young members of staff who had neither to die nor (understandably) to resign. Hence part-time teaching in art colleges is by no means as easy to find as it is in other sectors.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, inventiveness and vitality to which the thousands of children will respond. And that is not something to be feared.

The situation could be markedly improved, for reasons I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another thing they would help (and I know it does) in some places) would be a close liaison between local art college staff and their secondary-level opposite numbers.

In this way, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system could be helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

And of course the effectiveness of art colleges as a secondary school staff will be brought into being for the new kind of

society, one that is non-exploitative, non-pollutant, and non-hierarchical, that must succeed the present one, unless we are to succeed in our own field.

Let me also mention a new perspective that has recently opened up. At my college the Department of Education and Science has funded a two-year programme of research, now in its concluding stages, into ways of improving it might almost be true to say that it is a kind of art or craft.

In this context doesn't mean scaled down humanities of, or excerpts from, current professional practice. It refers to every imaginable kind of planning and decision-making process that results in the modern environment being what it is—not in the consideration of what it should become.

Inquiry might start with: "How might we rework the seating in this classroom?" and end with: "What are the pros and cons of the new housing estate at X, or the proposed motorway through Y?"

It is not for nothing that I have said that a curriculum became pervasive (and, rightly so, it is a core subject in the curriculum), having implications in art, craft, engineering, home economics, science, social studies, civics, geography, local history: there would come an excellent knowledge of all design, environmental planning, professional practice, but also a massive public role in gross-routes democracy, as well as being undecipherable by specious advertising. The potential benign effects of this are beyond computation.

But, I confess, you think I'm getting too far away from higher education. I am, though my part I think that art education, regarded as a totality or continuum, and that each level should have solidarity for those that precede and follow it.

Anyway, getting back to the art schools: when you add up one wants to employ art graduates professionally, I suppose you'd forgotten that something like two out of every three of them are designers—of engineering products, consumer durables, furniture, textiles, ceramics, clothes, graphics and so forth—of whom I am sure like potters, weavers, silversmiths and so on.

The majority—until recently the overwhelming majority—of these people live after graduation by the skills they have been trained in, whether as staff designers or freelancers.

In so far as British goods are attractive to be held and to touch, and are handy in use, we have those people and their teachers to thank. Conversely, in so far as our products are shoddy, hideous and malfunctioning, we must blame the manufacturers, accountants and buyers for their insouciance on the false economy of complacency, and for depriving the public as gullible and indiscriminating.

I need not therefore look for teaching jobs, perhaps in the public sector, as a way of making a living. I am sure that many of our graduates will find their way into the creative work of advertising agencies, into secondary education, or even into the art departments of comprehensive schools.

The art colleges took on board, during the expansionist period of Dip AD through the 1960s, a great many young members of staff who had neither to die nor (understandably) to resign. Hence part-time teaching in art colleges is by no means as easy to find as it is in other sectors.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, inventiveness and vitality to which the thousands of children will respond. And that is not something to be feared.

The situation could be markedly improved, for reasons I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another thing they would help (and I know it does) in some places) would be a close liaison between local art college staff and their secondary-level opposite numbers.

In this way, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system could be helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

And of course the effectiveness of art colleges as a secondary school staff will be brought into being for the new kind of

greedy depend on the quality of teaching they themselves get during the year of pedagogical training they are now required to undergo (rightly in principle, as I think) before teaching at other than professional level.

client in ordinary academic attainments. Many are strikingly talented in these aspects as well as in the "constructive", since ability is sometimes generalized across a wide spectrum.

But often it is not; often, too, the "constructive" intelligence has come up through a school in a deprived area where it would have had much ado to acquire academic competence, even if inclined to do so. For this reason the requirements of O-levels at prime qualification on an art course, as first laid down by Goldsmith and maintained in the new dispensation, is grossly misconceived, and should be repeated as often as possible.

Entry should be on the basis of talent and motivation alone. And it should, wherever circumstances allow, be open to persons of any age who want it: the loss of the age-motivated characteristics of the old London County Council art schools is another cause for nostalgic regret.

If I am right about the value and importance of this kind of human type, and if it is as frequently occurring as I think, then it is not for nothing that I have said that a curriculum became pervasive (and, rightly so, it is a core subject in the curriculum), having implications in art, craft, engineering, home economics, science, social studies, civics, geography, local history: there would come an excellent knowledge of all design, environmental planning, professional practice, but also a massive public role in gross-routes democracy, as well as being undecipherable by specious advertising. The potential benign effects of this are beyond computation.

But, I confess, you think I'm getting too far away from higher education. I am, though my part I think that art education, regarded as a totality or continuum, and that each level should have solidarity for those that precede and follow it.

Anyway, getting back to the art schools: when you add up one wants to employ art graduates professionally, I suppose you'd forgotten that something like two out of every three of them are designers—of engineering products, consumer durables, furniture, textiles, ceramics, clothes, graphics and so forth—of whom I am sure like potters, weavers, silversmiths and so on.

The majority—until recently the overwhelming majority—of these people live after graduation by the skills they have been trained in, whether as staff designers or freelancers.

In so far as British goods are attractive to be held and to touch, and are handy in use, we have those people and their teachers to thank. Conversely, in so far as our products are shoddy, hideous and malfunctioning, we must blame the manufacturers, accountants and buyers for their insouciance on the false economy of complacency, and for depriving the public as gullible and indiscriminating.

I need not therefore look for teaching jobs, perhaps in the public sector, as a way of making a living. I am sure that many of our graduates will find their way into the creative work of advertising agencies, into secondary education, or even into the art departments of comprehensive schools.

The art colleges took on board, during the expansionist period of Dip AD through the 1960s, a great many young members of staff who had neither to die nor (understandably) to resign. Hence part-time teaching in art colleges is by no means as easy to find as it is in other sectors.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, inventiveness and vitality to which the thousands of children will respond. And that is not something to be feared.

The situation could be markedly improved, for reasons I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another thing they would help (and I know it does) in some places) would be a close liaison between local art college staff and their secondary-level opposite numbers.

In this way, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system could be helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, inventiveness and vitality to which the thousands of children will respond. And that is not something to be feared.

The situation could be markedly improved, for reasons I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another thing they would help (and I know it does) in some places) would be a close liaison between local art college staff and their secondary-level opposite numbers.

In this way, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system could be helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

And of

BOOKS

Angling for a genre

Mendacious moralities

Looking for a place?

Stablemate

Social justice

NEW FROM YALE

Use this in the lab

Peter Simpson

People in straw houses

R. Mansell Prothero

Anti-abstraction

A. G. Vosner

NEW FROM YALE

Yale University Press, 20 Bloomsbury Square, London WC1A 2NP

BOOKS

See-saw effect



King as tax-man

Opposing the opposition

Collectors' pieces

Practical beauty

Course details

Martin Cave

Individualization, not legislation

Paul Halmos

A taste of whose medicine?

Michael H. Cooper

How to make an unacceptable choice

Della Nevitt

BOOKS

A sacred replica of commercial capitalism

The Triumph of Prophecy: A Sociological Study of Jehovah's Witnesses
by James A. Beckford
Blackwell, £6.00
ISBN 0 631 16310 7

Sociology is a discipline which embraces many methods and perspectives. Some of its practitioners see it as a social science, others as an experimental psychology and others as kin to the theatre of the absurd. Its range thus stretches from the scientific testing of carefully formulated hypotheses to reflections on the possibility of dialogue with Charles Cusumano and Don Juan. James Beckford is of the former not the latter party: he conceives of sociology as a science, imaginative speculation, playing with ideas, outlining theoretical frameworks and philosophical perspectives on a social reality which he will tolerate provided they can be refined and tested against empirical data which has itself been acquired on the basis of the most rigorous methodological principles. It is a very necessary puritan tradition of rationality and control in a subject suffering the ravages of relativism and subjectivism.

Dr Beckford finds Weber's concept of "elective affinity" vague, and imprecise as to its causal implications. Nevertheless I suspect an elective affinity (in the vaguest and most imprecise sense) between Dr Beckford and his subject. Jehovah's Witnesses are the most rationalistic, instrumental and unemotional sect which recent history has thrown up, and Dr Beckford has analysed them in the most rational, precise and careful sociological terms. The result is a model of methodological clarity and a picture of a sect which is a fascinating study of some of the central features of industrial bureaucratic society.

The Witnesses were not so much founded as evolved. In the 1870s



Jehovah's Witnesses being baptised by total immersion at Ruislip Lido.

In America Charles Taze Russell, a moderately successful lumber merchant from Pittsburgh, formed a Bible study group with a few friends and eventually found himself drawn into adventist-evangelical religious publishing. From 1881 Russell used the Bible study group as promoters and salesmen of his writings, especially the journal *Zion's Watch Tower* and *Herald of Christ's Presence*. In 1884 Zion's Watch Tower Tract Society was founded as a legally conventional commercial enterprise and has since then formed the dominant half of the organization. The base of the Watch Tower movement, as the Witnesses are formally known, is the parallel half is the International Bible Students' Association. The hierarchy of the movement leads down from the directors of the publishing company, now based in Boston, through Branch (i.e. country) District and Circuit "servants" to the local congregations each with its Presiding Minister: what would elsewhere be the ordinary entry into known as "Kingdom Publishers" a title which expresses the centrality both of evangelism and of the movement's journal *The Watch Tower* which is its basic vehicle. The Boston elite is regarded as the only source of true doctrine: the Kingdom Publishers are obedient mouthpieces not independent preachers or critics. Congregational autonomy and any ritual or social cohesion which might counter-balance the dominance of the publishing elite is rigorously minimized. The organizational lines are unequivocally vertical: this is one of the sect's distinctive features. The organizational enterprise which even armies and large capitalist institutions are experiencing in the 1970s.

The sect's doctrines are millennialist. They assert that Christ's second coming is already secretly accomplished and that Armageddon is at hand (successfully predicted for 1914 by Russell and for 1975 [with reservations] by the current leaders). Here I would take issue with one of Beckford's tenets of faith. It finds doctrines sociologically irrelevant and is convinced of the primacy of organizational patterns. He writes as the final sentence of his reluctant chapter on doctrine: "The only justification for describing doctrines at all in a work of sociological analysis is that the very unusually high degree of doctrinal awareness among these

particular believers is an important reflection of the Watch Tower movement's organization... He is highly critical of the church sect typology partly because it takes doctrine too seriously and organization not seriously enough. He criticizes classic writers in the field from Weber to Wilson, Tolman and Martin for thinking that ideas may have an inner social logic. Yet one could make a powerful case for arguing that departures from the obvious social logic of ideas is precisely what calls for sociological explanation particularly in the case of a movement whose obvious raison d'être is a non-conventional belief system. Indeed this is the query being behind Beckford's whole approach—why is this "so-called sect" so different from what one has come to expect of millennialist sects?

Moreover the primacy of organization over doctrine is not self-evident even in the case of the Witnesses. Take for example the fact that by contrast with the utopian sects recently studied by John Whitworth, the Witnesses have no communal aspirations, and indeed until very recently no doctrinal preoccupation at all with prescriptions for social life in this world. Beckford explains this as a function of the dominance of the publishing organization but may it not equally be a consequence of the doctrine of the imminence of Armageddon which made even an interim social ethic a total irrelevance to the early Witnesses, leaders and followers alike? In short "Publish or be damned" might quite literally have been the movement's motto.

The main body of Beckford's book is an analysis of contemporary British Jehovah's Witnesses. It is impeccably documented and carefully argued, making good use of Beckford's concept of "the process of becoming" in outlining the typical career of a Witness. The profile which emerges is of an essentially

Bernice Martin

How the religious behave



Billy Graham: the apostle of the secularization of the church?

The Social Psychology of Religion
by Michael Argyle and Benjamin Beit-Hallahmi
Routledge & Kegan Paul, £5.95 and £2.95
ISBN 0 7100 7997 4 and 8043 3

Argyle's *Religious Behaviour* first appeared in 1958 and swiftly established itself as a major work of reference in its field. The present volume is not merely an updated, but a completely rewritten version, co-authored by Beit-Hallahmi, whose experience in both clinical psychology and sociology supplements Argyle's social psychological perspective. Approximately three-fifths of the references cited have been published since the earlier book; and the bibliography is eclectic as before: from "A study of the early environment of workhouse inmate alcoholics" to "Social correlates of transcendental experience".

The authors present the main empirical findings from a large number of surveys, some field studies and a few laboratory experiments about religious behaviour, beliefs and experience, explicitly limiting their coverage to religion in Britain and the United States. Beckford would object to this: there is a chapter of factual information on changes in this century in religious activity in these two countries. Figures for church membership, church attendance, rates of baptism, etc., indicating a definite decline in religious activity in Britain and a steady state in America. In both countries, however, the implications of religious teachings have changed: receiving "a kind of passive acceptance, but does not influence conduct" is an observation which is in curious contrast to the hundreds of studies the authors present in subsequent chapters, documenting differences between religious and non-religious groups. In Britain, the trend has been towards a secularization of society. In America it is the churches themselves which have become more secular.

Most of the literature reviewed concerns the antecedents and possible underlying psychological processes leading to religious behaviour and belief. Argyle is quick to emphasize that while these can be regarded as the causes of religious activities, they need not be regarded as the whole explanation. There are chapter-length reviews of the evolutionary, environmental and situational factors on age, sex, personality and socioeconomic correlates, and on the interaction of these factors. Each review typically summarizes the findings of a series of studies under appropriate subheadings, but apart from a few linking remarks, does not offer a synoptic view of the area, or at this stage in the book, attempt to relate the findings to underlying theory.

The second kind of research reviewed is concerned with the consequences of religious belief and behaviour, asking whether religious beliefs and maintenance of religious behaviour: but as few of the studies were originally formulated with such theory-testing in mind, and

several of the theories are couched in rather sweeping terms, the match of evidence to theory is often imperfect. Here, as elsewhere in the book, one feels the lack of studies upon the belief systems and personal constructions of reality of the non-religious. A similar feeling always overcomes one when surveying the literature on the social correlates of—or for example—delinquency or educational attainment: the spotlighted group may indeed differ by this, this, or that, but the other side of the coin, the remainder of the population; but such sociological statistics do not straightforwardly lead us to the motivational or explanatory implications of the differences.

The picture which thus emerges is in terms of social generalizations rather than of individual religious beliefs and actions, the almost inevitable result of opting for a "systemic" socio-psychological approach. The authors claim, but wouldn't the book have benefited from an inclusion of data on individual experiences?

A second explicit limitation of the book is to British and American studies: and the authors are reluctant to guarantee from these to religious behaviour in the more traditional and non-Christian societies. Quite rightly so, for, as they have demonstrated in relation to British-American differences, religious behaviour is inextricably bound up with cultural context. None the less, discussions of basic needs in man, the role of religion in supporting social interpretations of the world, and socioeconomic correlates of religious activity would benefit enormously from a comparative view.

The book is a very useful compendium of research, seeking an "external" description of religious behaviour via a rapid but thorough survey of the mainstream social sciences. It is up to date, eclectic, and not strongly interpretative, and largely free from bias towards any particular theory, whilst not itself generating a new theoretical standpoint.

Christopher Spencer

BOOKS

Inscrutable believers

The Religion of the Chinese People
by Marcel Granet
translated by Maurice Freedman
Blackwell, £6.00
ISBN 0 631 16310 7

Among English-speaking sinologists the works of Henri Maspero are generally better known than those of Marcel Granet, yet it has to be admitted that early French studies of Chinese history and society are underrated: one has only to note, for example, the lack of translations of Maspero's *La Taoïsme* and Granet's *La Pensée Chinoise*. Perhaps this is partly because an interest in sinology has changed and shifted away from the pre-imperial and early imperial periods on which the French concentrated. It may also be because, Creel apart, the most recent writers about the Chou have based themselves on archaeological rather than textual evidence; even Creel omits *La Religion des Chinois* from his bibliography in *The Origins of Statecraft in China*.

Maurice Freedman was conscious of the valuable material unabsorbed by pioneer European scholars in their studies of Chinese texts and contemporary Chinese society. From reviving an appreciation of Granet he intended to do the same for de Groot, whose papers he had discovered in the *Journal of the Religion of the Chinese People*. It provides a useful introduction to Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas.

La Religion des Chinois was Granet's only attempt to cover the whole span of Chinese history in a single volume. Like Weber, he demonstrated differences between religious spirit in China and the



Confucius

Lao-tzu, the founder of Taoism

West. Weber took the implications of these much further, Granet being more concerned with actual religious beliefs and practices themselves than with the social and economic history arising from them. Indeed Freedman gently but rightly questions the very first sentence of the book, his first attempt to generalize: "The opposition between urban and rural life is an essential feature of Chinese society." The over-simplified view inevitably appeared in the early development of Chinese sociology, and is none the worse for being discussed again in the light of modern theories and further evidence. As another example of this role of a principle of emulation... Music lost the function, which came down to it from the religious gatherings, of bringing voices and hearts into union. The imperial gifts of music to Korea in 1114 and 1115 (Karyu-so, chapters 13, 14, 70), intended to cement international unanimity by the performance of religious music at a grand scale, show that if theory was stronger

than reality by the Sung, it could nevertheless still create an uninspiring atmosphere. The book is divided into sections on peasant and feudal religion, the official religion (Confucianism), Buddhism, and Granet's personal observations of religious sentiment in China during the years preceding the May Fourth Movement. It is an unequal division, the greatest emphasis being on the pre-imperial sections and based, of course, mainly on Granet's special love, the *Shih Ching*. Yet despite his professed ignorance of Taoism, the 11 pages devoted to it form an excellent summary of that religion, and the final section contains some of his most penetrating comments on the Chinese attitude to the spirit, illustrating his thesis that the basis of the Chinese religious spirit is not so much the great ideas of faith, but "the feeling which... animates all individuals—namely, a profound conviction of the value of the moral tradition".

Keith Pratt

How do you recognize God's enemies?

The Just War to the Middle Ages
by Frederick H. Russell
Cambridge University Press, £11.00
ISBN 0 521 20690 1

On a recent visit to the prestigious Institute of Medieval Canon Law in California I was told that dare they disapproved of *Idengschichte* because too little of the necessary technical preparation had been achieved to make the effort worthwhile. It is true that very little of the vast body of medieval juristic writing is in print and the subject-matter is extremely technical. But despite these formidable difficulties the students do want ideological background and an overview of the period, and this is the problem.

Mr Russell, undeterred, has treated a central strand in western thought—the legitimacy of warfare—unpacked by justice and the corollary of his book is three chapters on canonical discussions of the Just War. The warnings of the Institute are very pertinent; Russell does not, for example, conflate one, with all the evidence that he is able to cite, his thought about just war ever constituted a discrete theory capable of exposition separately from theories of punishment, crusades and so on. He has, in any event, undertaken a vast subject; besides the canonical discussions, Russell also deals with patristic and civilian treatments of the subject and the discussions of the circles of the "pagans" around Peter the Chanter of Paris and Aquinas. Adequate treatment of the lawyers alone requires a single book and a very carefully selected bibliography given more than the *Idengschichte* has. Russell omits entirely the less well-known kind of theologian whose material is available for this book.

Why did Bonaventura apparently pay so much less attention to warfare than Aquinas, his contemporary? We should like to know, and need to be reminded how small a part in medieval theology moral issues played. It was also essential to give some consideration to Bible commentaries, at least on the dozen or so key passages cited by Russell. If these show that Deuteronomy XX, for example, really did rule first in the minds of its expositors, questions about the Just War, we must take them seriously. If not, the Just War texts take on a quite different perspective.

Yet, with all these reservations, Russell's book does marshal much fascinating and often new and important material, which he displays with imagination and frequently comments on shrewdly. His story goes something like this: Aristotle coined the concept. The Romans gave it concrete form as an extraordinary legal process. The Old Testament Hebrews had simply attacked God's enemies at his command. The Christian Fathers now combined their example with the Roman ideas and subordinated both to the Gospel's deep suspicion of war. In medieval times, however, military activity, and therefore licit, for the Christian community had to deal with malefactors and external enemies. To prevent abuse, warfare, like law, was to be administered through official channels, only restricted to punishment of sin and the quest for peace. Future wars were to be just, begun (if God's direct command was not forthcoming) on the legitimate authority of a ruler who had to be obeyed and intended "to avenge injuries".

Augustine's cluster of ideas provided the framework for all medieval moral argument about permissible warfare, a legacy ambiguous from the start. Was the Just War limited or not? Defensive only, or offensive too? The starting point for discussion was Canon 23 of Gratian's *Decretum* (c. 1140), glossed and pondered over by

theologian and canonist alike for the next century and a half. Gratian intended to argue a case. Rulings on important practical questions can be found or deduced from his work. But men came to read it above all for a treasury of texts, predominantly Augustine, on the legitimate limits to the use of force. The glossators tended to specific exposition of a single text or the answer to a set question. Thus, readers will find much of interest here on the authority to declare war and the vessel of obedience, on the limits of permissible participation by churchmen and on Church wars and crusades, on attitudes to heretics and pagans, on rights of plunder, on mercenaries, on rights of plunder. There is very little on killing itself after Gratian, but Russell's book does not mislead, little attempt at a comprehensive theory before Aquinas, whose use of Aristotle prevented him from attempting to transform the Church's spiritual authority into the legal supremacy advocated by some canonists.

In the Summa Theologiae, the Just War emerged still Augustinian but in medieval times, that is Aristotelian, clothes ready for its new action status. On the whole, the canonists cut a slightly better figure than their theological colleagues. But, perhaps, as Russell suggests, the medieval writers for all their faults evolved a reasonable compromise on violence, given that warfare could not be suppressed by frontal attack. The bellicose imagery into which one so easily slips demonstrates that the problems raised, as do more of the Augustinian solutions than we care to admit. This book will not suggest better ones (though I admit to a soft spot for the over-riding of the medieval prohibition of transgression if required by a just war), but it documents an all-too-imperfect part of our western tradition.

Paul R. Hyams

Juxtapositions

Comparative Religion: A History
by Eric J. Sharpe
Duckworth, £8.95
ISBN 0 7156 0897 5

The term "comparative religion" is ambiguous. One view relates it primarily to social science where it has two main roots, one in social anthropology and the other in oriental studies, especially Indology. Another view relates it primarily to theology. It is this second view which Dr Sharpe expounds in his masterly survey of the history of the subject for the past one hundred years or so. He frequently equates his subject, however, with "the history of religions" and it would, therefore, have been more appropriate to use that expression in the title. For the two are different. Anyone who professes a discipline called comparative religion has the moral right to protest against a blurring of methodology as a political scientist, say, if he were required to accept that "comparative politics" is another name for "history of politics". Perhaps Sharpe's essay on "user-instruction" and "comparative religion" would be modified if he were to take account of such a semi-work in another field as Holt and Turner's *The Methodology of Comparative Religion*.

Perhaps the best name for what Sharpe deals with is "juxtaposition religion": this describes a situation in which the material has been set out by various specialists, and all that is needed is for someone to begin the comparative analysis. A good example of "juxtaposition religion" is the *Encyclopedia of Religion and Ethics*, edited by the Scottish Free Church minister James Hastings for whose work Sharpe expresses unbounded admiration. Rightly so, no doubt, but wonder whether a work in which "every separate religious belief and practice" is "treated in

separate articles", "each of them by a man who has made his particular custom or idea his special study" can accurately be called comparative. These are some of the data on which comparative analysis can then be undertaken. In this sense very little comparative religion has yet been begun.

It is all the more regrettable that where a beginning has been made, as in the work of Clifford Geertz on the work of Clifford Geertz, value to those who share his narrative religion, it should not be given the honour due to it. Max Weber, too, gets surprisingly brief mention for one whose work was manifestly comparative. Such omissions are understandable in view of how Sharpe sees the discipline (the "history of religions") which he is chronicling, that is, as one closely related to theology. His book will be of great value to those who share these interests and wish to have a readable account of an important chapter in the history of modern thought. They will learn how men such as Robertson Smith (dismissed from his post at Aberdeen for "unscrupulous and pornographic work"), convinced that it was possible to go on being theologians and liberals with regard to "other" religions, brought the good news from Aberdeen to Cambridge, from Sharpe to Leiden, from Uppin to the Sorbonne. Understanding, too, Sharpe sees "religious dialogue" (that is, people talking to one another elementally about their different beliefs) as part of the purpose of the discipline, and includes a chapter more or less in support of this contention. In all, he should reassure any nervous Christians who may still suspect the history of religions of being a work of the devil: in Sharpe's account of it, at least, it is clearly on the side of the angels.

Trevor Ling

Forthcoming in 1976

Religion and Society in Industrial England
Church, Chapel and Social Change 1740-1914
A D Gilbert

This is the first general historical study to cover the sociology of English religion across the whole of the vital period from the early eighteenth century to the twentieth. It is also the first study of its kind to apply, on a systematic basis, quantification and simple statistical techniques to the conventional forms of historical evidence in this area. Dr Gilbert analyses religious practice as an aspect of social behaviour influenced by political orientation, recreational needs and socio-economic status. Religious trends thus emerge, not in artificial isolation, but in their natural context as an integrated part of the larger process of social change. This is the first volume to be published in a major series of *Themes in British Social History*, under the editorship of John Stevenson. Cased £6.00 net Paper £3.50 net

Medieval Religious Houses - Scotland
Second Edition
D E Eason and J B Cowan

A comprehensive account of Scottish religious foundations from the introduction of Christianity to the Reformation. This second edition has been substantially expanded and revised, incorporating additions, corrections and figures of the monastic population missing from the first edition. Among other important new material is a separate list of early religious foundations covering the period from the introduction of Christianity to c.1060, an entirely new section on Scottish monasteries in Germany, the inclusion of almost forty hitherto unrecorded hospital foundations, and the attempt to provide exact information as to the names and numbers of prebends found in collegiate churches and cathedrals. Probably £13.00 net



Longman

BOOKS

Quotations ad infinitum

The Principle of Reserve in the Writings of John Henry Cardinal Newman
by Robin C. Selby
Oxford University Press, £5.00
ISBN 0 19 826711 8

The Letters and Diaries of John Henry Newman, volumes XXVII and XXVIII
edited by Charles Stephen Dessain and Thomas Gornall, S.J.
Clarendon Press: Oxford University Press, £15.00 each
ISBN 0 19 92 06572 and 92 00580

It was said of the great German critic Walter Benjamin that, although he was a born writer, his greatest ambition was to produce a work which consisted entirely of quotations. After reading Robin Selby's excellent little book the point of Benjamin's apparently perverse ambition becomes clear. In *The Principle of Reserve in the Writings of John Henry Cardinal Newman* there is almost as much quotation from Newman's texts as there is original commentary, but Selby has chosen his passages with such precision and arranged them with such care that his own interpretative remarks are more than almost redundant.

The result is an excellent demonstration, by quotation, of how fundamental to Newman's theology the principle of reserve was.

There are, however, two questions which arise out of Selby's examination of Newman's texts. First, if the principle of reserve and its consequences, economy, were so fundamental as we are led to believe, why did Newman not find himself more attracted to a theory of economic trinitarianism? Second, did Newman's principle of reserve grow out of what was really a trait of character, or did he consciously adopt it as moral principle — perhaps because of what he himself referred to as the "fastidiousness of my education"? Selby does not raise the first question, but he quotes an important letter in connection with the second: "Yet what I shrink from is their [Evangelical] rudeness, irreverence, and almost profane; the profane of making a most sacred doctrine a subject of vehemence."

most declaration, or instrument of exciting the feelings."

Whenever private letters and diaries are published two charges must be answered by the editors. Does the publication constitute an invasion of privacy; is it the vulgar exhibition of thoughts and feelings intended only for intimate friends? Dessain and Gornall are not guilty of this charge in their publication of Newman's private documents because of the character of the letters and diaries themselves. There is, in a sense, not a word in these letters which is "private". I suspect that Newman never uttered a sentence to paper of which he was not aware of which he would not have been prepared to defend or withdraw in public. He was, in essence, a public man: he did not burden others with the shameful secrets of his private life. And it should be understood that Newman was a public man precisely because he was a reserved man. What he saw as a theological principle he seems to have adopted as a maxim for his own behaviour: never to reveal the naked personality to come alive to other human beings only as much of himself as he judged them to need.

The second charge is one of triviality. In his long and busy life Newman wrote literally thousands of letters which can only be called "recurrent". What interest can these hold? It is understandable that a historian might want to preserve everything Newman wrote, but it is not so understandable that he should want to bring it all before the public. Would not a large and careful selection give us a complete picture of the man? But these volumes do supply immediately. It is one thing to be told that between June 1875 and February 1876 Newman wrote half a dozen letters about the estate of his late friend Ambrose St John and quite another to come across these letters interspersed between disputatious epistles on theological and political problems, expressions of sympathy or grief, advice on spiritual matters. There is a sense of being directly in touch with Newman which nothing else could achieve, and this is the justification.

The main interest in the first of these volumes is the controversy

with Gladstone on civil obedience. Newman was asked to become involved in a first and only felt impelled to do so when Gladstone followed up his original attack of October 1874 with a pamphlet, *The Vatican Decrees in their bearing on Civil Allegiance*. A Political Exposition (November 1874). Newman's reply in January 1875 was a fine piece of work and elicited a courteous reply from Gladstone — usefully printed here in a footnote. The correspondence between the two men is characterized by a mutual respect and an almost complete absence of religious intransigence as well. But almost as fine, in its own way, as the public letter to the Duke of Norfolk is Newman's private letter to Lord Elinor (October 9, 1874) on the same subject, though it is not as well known. Newman's comment that "the Catholic Church has been found to get on so well with every form of government" in these days of ours, when the relation of the church to the structures of the state is a burning issue in many circles.

Volume XXVIII contains fewer weighty documents, but there is an interesting letter to Matthew Arnold on university education and some correspondence on the Turkish question. Wilfrid Ward in his biography recalls that in these years 1875-1879, Newman's "silence and depression were very noticeable", but although there is some talk of death, the only evidence of this state of mind is in two letters written in the spring of 1876. It is as if Newman's friends were dropping away, the extreme beauty of the ever-triumphant spring seems to have something of young mockery in it (April 25).

From these volumes there is no doubt that Newman possessed some of the noblest qualities of the mind. In the same way, his sense of humour is a constant reminder of the essentially human — and humanly — of his thought. His tone is relentlessly earnest, at times stilling self-conscious. There is a sense of being directly in touch with Newman which nothing else could achieve, and this is the justification.

B. L. Horne

Mixed marriage

A Sociological Yearbook of Religion in Britain 8
edited by Michael Hill
SCM Press, £2.80
ISBN 0 334 01628 2

This is the last appearance of the yearbook in its present form, which prompts some thought on yearbook eight as a representative of the series as a whole. It is very similar in content to its predecessors and fairly reflects the strengths and weaknesses of the series and of the sociology of religion in Britain. Michael Hill's response to the reviewer who did not see how the yearbook could "hang together" was that "apart from the sociological emphasis the only thing which keeps the collection together is the binding." In yearbook one in 1968 the first editor and founder of the series, David Martin, admitted that the volume was eclectic, but at that time he was hopeful that it would be possible in future volumes to choose subjects more thematically. The fact that it has not been possible to maintain such a policy is symptomatic of the faltering progress of British sociology of religion. There has been a proliferation of work in the area but little consolidation, so that development in breadth is not matched by progress in depth.

The present editor's preface takes a more sanguine view of the progress and speaks of a renaissance in contemporary British sociology based on a rediscovery of the classical tradition (Comte, Spencer, Marx, Durkheim and Weber) in which religion was central. The sociology of religion is pronounced to be thriving as a result of the valuable cross-fertilization between the theoretical sociology and the study of religion. For proof of this we are directed to the pages of this

book where "hopefully" (do I detect a slight loss of confidence?) "some evidence of it will be found". In fact, of a rough count without benefit of an index, I could find no reference to Comte, Spencer and Marx in the whole volume, and only one chapter referred to Durkheim. Weber was mentioned in a passing reference in three chapters. But in the chapter which dealt directly with an aspect of a topic about which Weber had written, Islam, he was not mentioned; nor was there any mention of the work of Trower, a distinguished British expositor of Weber's writings on this topic. It too often seems as if an article had to be either either theory or evidence, or the other hand, it could be that sociology of religion research has moved on beyond the classics and its practitioners have taken to heart Weber's aphorism, "A science which hesitates to forget its founders is lost". And yet the editors of a recent American symposium on the topic, *Beyond the Classics*, confessed that they added the question mark after they had read the contributions. They concluded that the accumulated record is meagre and little can be said in the way of orderly growth based on classical foundations.

It is significant that two of the most original and sociologically skillful articles in the yearbook are built on classical foundations: Coleman's fascinating essay on "Featherball as a 'Surrogate' Religion" and Turner and Hill on "Modernity and the 'Featherball' of Politics". As always the yearbook's eclectic mix also yields an interesting crop of informative articles on specific groups: Whitworth on the Shakers, Potter on nineteenth-century millenarianism and Shakerism, and a British sociology of religion journal to take such articles and encourage the yearbook publisher to place it with an occasional volume featuring articles on a single theme.

Kenneth Thompson

Sociology's holy trio

Social Context of Theology
by Robin Gill
Mowbray, £6.50 and £3.75
ISBN 0 264 56019 6 and 66290 3

Most sociologists interested in the study of religion would now accept that a degree of theological insight is a necessary qualification for their work. It has not always been so. At least until the late 1950s a lot of what passed for the sociology of religion fell into two main categories which had little to do with theology. On the one hand were studies which formalized the characteristic features of different types of Christian organization without being unduly concerned with their members' beliefs. On the other hand was the species of "religious sociology" which began by assuming certain denominational commitments before embarking on the market research techniques of head-counting and poll-taking.

Paradoxically, a more sophisticated concern with theology lay at the heart of one of the sociological classics in the interpretation of religion. Max Weber's "Protestant ethic" thesis (which, despite periodic attempts at destruction, has all the resilience of a Hammer Films Dracula) starts from a detailed examination of the development of Calvinist theology, followed by the question: "What must have meant to hold those beliefs?" Confronted by the question, Weber gave a central place to theology in the sociological approach to religion.

Having said that most contemporary sociologists of religion would acknowledge the importance of theology, it does not necessarily follow that they are good at it. Robin Gill, however, is. The fact that his academic background includes both sociology and theology makes this an articulate and sensitive treatment of the boundaries as well as the com-

mon territory of the two disciplines. The book takes up the significant theme that some of the fundamental concerns of sociology's holy trio — Marx, Weber and Durkheim — need only a little theological insight to be seen in a new light. Weber, in particular, is a splendidly robust figure. David A. Griffiths in a letter in the TLS, February 21, 1975, and Hudson's reply to Griffiths on March 7 (to which he refers on page 57 of his book) simply re-affirms the very fundamental and radical point which Weber was making: that in making about language games (as distinct from participation in them) we can only say "this is what we do"; and that any talk of "presuppositions" which might justify what we do manifests the confusion about the union of thought and reality (properly to be sought in the grammar of our language) which it was always his aim to expose.

It is Hudson's misreading of this point which enables him to suppose that there can be the kind of investigation into "the object of religion" which he thinks yields a "distant consciousness and agency". Whatever the independent merits of such a view, I have no doubt at all that Weber would have regarded it as an example of the kind of "character" about ethics and religion, his bitter opposition to which, expressed in his earlier years, there is no reason to suppose ever abated.

Spate's prejudices may be discussed, but the other interesting and controversial issues which Hudson raises: I have concentrated on those points which seem to me decisive in his argument. His general picture of the direction in which Weber's thought leads, not least in the account he suggests of religion, is well informed. It is well informed on both sides of the subject-matter and it makes of it a genuine contribution to an understanding of both of them. The style is clear, attractive and accessible to readers who are not "amateurs". What is perhaps more encouraging is that it is not only to inform a discipline by using insights from the other, but to alter never finds it necessary to distort or distort his account of either.

Michael Hill

BOOKS

Moral words

Saint Basil on Greek Literature
edited by N. G. Wilson
Duckworth, £7.95 and £2.95
ISBN 0 7156 0872 X and 0924 6

In central Turkey, which formed part of Cappadocia in the Roman Empire, two brothers were born during the fourth century AD both of whom were to become bishops and saints. The elder of these was Basil, a man of remarkable energy. He played a notable part in the establishment of monasticism in Asia Minor and amidst many other clerical activities found time to maintain a considerable literary output. By modern tests he appears at his best in his letters of which more than 300 survive. But the work for which he was best known in later times is his short treatise, a familiar form of literature in later antiquity whereby the writer encourages his readers to pursue the life of philosophy or to improve themselves in general. Basil has a specific audience: he is writing to his neophytes (and perhaps others) to explain how they as Christians may derive benefit from the study of Greek literature.

This was no mere academic exercise. Christians of Basil's time and place could not avoid taking up an attitude towards Greek culture. He himself, like many fathers of the church, had been educated in Greek philosophy and rhetoric; like Augustine he had taught rhetoric as a young man and he was completely familiar with the efforts of earlier theologians to accommodate the pagan thought within Christian teaching while preserving the unique truth and value of the scriptures. In some of the earlier fathers, especially Clement of Alexandria and Origen, those who sought to bring about a more compatible Christianity are justified by arguments about the divinity of human reason (a Platonic

and Stoic legacy) and the gift of divine inspiration to certain pagans. Basil's essay is a much simpler exercise. He writes with full consciousness of the youth of his audience and his knowledge of philosophy is assumed. His message consists essentially of two related propositions: first, Greek literature contains much that is useful to the Christian if he attends to texts which praise virtue and exemplify it in action; second, such passages, though only indirectly compared with the light of scripture, are a valuable training and preparation for its study.

Mr Wilson's book contains a 16-page introduction, the Greek text (reproduced photographically), a commentary and improvements from the 1935 edition of Boulenger's commentary, and a short appendix on the manuscripts. The reader who has previously in mind a student who has some knowledge of classical Greek, and one of the merits of the book is the opportunity it provides of reading in the original who, though a student in principle, differs in many ways from classical prose writers. Wilson is particularly helpful on Basil's style and vocabulary, but in the space at his disposal it would have been better to prune some of the grammatical observations and give more coverage to subject-matter.

The principal reason for reading Basil today is the light he sheds on pagan and Christian culture in the time. Even in a short edition which appears of a valuable series of Basil's letters, the methods of pagan authors in referring to moral examples. More discussion of Basil's imagery and more guidance on the structure of the text would have been useful. But it is all too easy to criticize omissions from a book when brevity, in such unfavourable economic conditions, must be counted a virtue. Wilson has done a valuable service in making this interesting little treatise accessible to students.

A. A. Long

Buddhological problems

The Message of the Buddha
by K. N. Jayatilaka
edited by Nalin Suman
Allen & Unwin, £3.50
ISBN 0 04 234091 5

As almost all American anthropologists wrote some years ago of the remarkable opportunity offered to the western student by Buddhism which, since it appears to reject belief in God, the soul and salvation, seems to be a great exception to the general understanding of religion and culture. But on arrival in Burma for fieldwork he discovered that it was a pseudo-problem because some doctrines had been distorted in transmission and others were ignored or rejected by the faithful. His research convinced him that Buddhism differ very little from other people and even to listening some official doctrines others were very like Christians and Jews. This was Melford Spiro in *Buddhism and Society*, but it is even more instructive to observe how a westerner-educated Buddhist interprets his traditional beliefs for a largely foreign audience. K. N. Jayatilaka was one of the leading Buddhist scholars of Ceylon and his *Early Buddhism: Theology of Kṛti* was a specialist work which discussed Indian philosophical theories about authority, reason and faith. The chapters in his new book were lectures and talks for radio and other audiences, put together posthumously, which shed light on the philosophical and theological problems of Buddhism.

Other chapters discuss karma, ethics, mind, matter and the historical context of Buddhism. The last, which is the opening chapter, is less happy in referring to a historical founder of Jainism, in identifying the wrong label as a contemporary of the Buddha on the authority of H. G. Wells, and in quoting a Chinese Buddhist claim that Confucius spoke of the Buddha. But in general this is a well written and interesting exposition of Buddhist theory, not of pagoda religion, which shows how rich and complex it is.

Geoffrey Parrinder

A way to God

Ideals and Realities of Islam
by Seyyed Hossein Nasr
Allen & Unwin, £2.95
ISBN 0 04 297034 2

Seyyed Hossein Nasr, the author of this work, is undoubtedly the most influential apologist for Islam to the western world at the present time. It is not merely that he is a fluent and convincing speaker in English and also writes well, but after his studies for a degree in science at the Massachusetts Institute of Technology and for a master's degree and doctorate at Harvard he has a fuller appreciation of the western outlook than most Muslims and is aware of particular issues about Islam which westerners find difficult. He is also unlike other Muslims in that he has some familiarity with contemporary Christian attitudes and concerns. A Christian troubled with intellectual doubts about Christianity or trinitarian doctrine might well find something attractive and exciting in this presentation of Islam; but the chances are that the majority of the persons to be influenced by this book will be partly-westernized Muslims who are groping for a formulation of the faith which will make sense in the modern world and will be intellectually respectable.

When all this has been said, however, it must also be emphasized that the author is not an impartial observer but a committed believer, who is stating a case for his own particular form of Islam. It is common knowledge that he is not an isolated individual but is one of a group which includes such persons as Frithjof Schuon whose book *Understanding Islam* he frequently commends. One of the essential of this approach is to reject the religions as ways to God, and to admit that "to have lived any religion fully is to have lived any religion fully". At the same time it is claimed that Islam is both the primordial religion and the last religion, since it is the universal concept that comprehends man and the universe about him and lies in the nature of things. Prominence is given, too, to the mystical, mystical or esoteric side of Islam, though not to the exclusion of the other aspects. Yet those aspects tend to be interpreted from a mystic point of view.

Altogether, then, one might say, this is a presentation of a certain ideal of Islam rather than of the reality. Only in the discussion of the family is the author conservative for he confines women to traditional womanly roles and does not see her as earning her living. He is also an Imamite (or Twelver) Shia, and in his last chapter he claims that Sunnism and Shi'ism both "remain within the total orthodoxy of Islam" — a claim which is in line with the trend towards a pan-Islamic "ecumenism" found in some Sunnism and Shi'ite circles, but which would be strenuously resisted by many Sunnites.

W. Montgomery Watt

Reviewers

Kelch Clayton is professor in the school of environmental sciences at the University of East Anglia; B. L. Horne is a lecturer in Christian doctrine at King's College, London; Paul R. Hyma is a fellow of Pembroke College, Oxford and his book *Kings, Lords and Peasants in Medieval England* will shortly be published; G. H. McWilliam, professor of Italian at the University of Leicester, has published a translation of the *Domieru*; Christopher Spencer lectures in social psychology at the University of Edinburgh; Kenneth Thompson's books include *Bureaucracy and Church Reform* and *Augustine Comte: the Foundation of Sociology*; he is senior lecturer in sociology at the Open University; W. Montgomery Watt is professor of Arabic and Islamic studies at the University of Edinburgh; Dennis Hollard is editor of the *Journal of American Studies* and author of *Wilfred Owen: A Critical Study*; he is professor in the department of American studies at the University of Manchester.

God Being History

Studies in Patriotic Philosophy

By E. P. MEIJERING

The author presents papers on Irenaeus, Arius, Athanasius, Gregory of Nazianzus, and Cyril of Alexandria. In addition, the book includes papers on the relation between patristic and patriotic philosophy, and on the relevance of patristic philosophy today. The book is a contribution to modern research into the encounter between early Christian theology and ancient philosophy. 1975. 195 pages. US \$24.95/Dfl. 60.00. Paperback

The Deferred Revolution

A Social Experiment in Church Innovation in Holland, 1960-1970

By W. GODOIJN

"This is a fascinating sociological and theological analysis of the changes that have occurred in Dutch Calvinism since 1960... an important resource for those in any country who are committed to the renewal of their Church and their Faith."

— The Cullio

"This fascinating book is a valuable contribution to religious research."

— Albert J. Monedez

1975. 208 pages, 167 ill. rls. US \$10.50/Dfl. 26.00

Trial of Faith

Religion and Politics in Tocqueville's Thought

By D. S. GOLDSTEIN

This volume is an examination of Tocqueville's views on the role of religion in society, especially in modern democratic societies. The author shows how these views were rooted in his personal religious beliefs and in his diagnosis of 19th century French society and politics. *Trial of Faith* is a contribution to Tocqueville's scholarship, interpreting Tocqueville's religious position and relating it to other aspects of his thought. 1975. 158 pages. US \$11.25/Dfl. 27.00

Dictionary of Symbols and Imagery

compiled by AD DE VRIES

This dictionary contains the most important symbols and images which, in the course of time, have appeared in the literature, religion, psychology, folklore, heraldry, astrology, etc. of Western civilization. 1974. 524 pages, over 2500 entries. US \$41.75/Dfl. 100.00

Vigiliae Christianae

A Journal dealing with the study of ancient Christian life and language.

Editors: Christine Mohrmann, P. G. v. d. Not, G. Quispel, W. C. van Unnik and J. H. Waszink.

Vigiliae Christianae is published by North-Holland Publishing Company in quarterly issues, each consisting of 80 pages. Volume 30 is published in 1976.

Subscription price: \$36.25/Dfl. 85.00

Prices are subject to exchange rate fluctuations

NORTH-HOLLAND/ELSEVIER

P.O. Box 211 - Amsterdam - The Netherlands

Scottish Journal of Theology

MONOGRAPH SUPPLEMENTS

REVELATION AND THEOLOGY
An analysis of the Barthe-Hurricane correspondence of 1923
H. MARTIN RUMSCHITT
Demy 8vo x+220 pages £3.40 \$11.95

DAVID FRIEDRICH STRAUSS AND HIS THEOLOGY
Hermann Harnack
Demy 8vo xiv+380 pages £5.20 \$16.00

INDIA AND THE LATIN CAPTIVITY OF THE CHURCH
The Cultural Context of the Gospel
Rolf H. S. Bohn
Demy 8vo xiv+150 pages £3.40 \$10.50

SCOTTISH ACADEMIC PRESS
25 PERTH STREET, EDINBURGH

The Scottish Journal of Theology is published six times a year. The Annual Subscription, including postage, for institutions is £12.50 (\$32.00) and for individuals direct to the Publisher is £8.50 (\$21.00). Single issues £2.25 (\$6.00) and £1.50 (\$4.00) respectively.

SCOTTISH ACADEMIC PRESS
25 PERTH STREET, EDINBURGH



Down to brass tacks with case studies

How often is it that students, particularly those studying for professional qualifications, complain that the theory is not relevant? "Let's get down to brass tacks" is one of the often-repeated pleas for relevance, and tutors may well find that case studies are one of the weapons needed in their armoury.

With case studies a start is made with the specific before moving to the general. Students have to grapple with a particular problem before attempting to perceive it in its broader perspective. The need for theory is created, and so theory becomes relevant. And it is for this reason that case studies have had their first use in professional courses, in the field of management, medicine, law, and more recently teacher education.

Not only do case studies help to bridge the gap between theory and practice but they provide opportunities for the student to be active, interpreting and making sense of information, evaluating arguments and making decisions where, for example, technical and human factors interact. Skills such as these are needed every day in the professions and case studies can be collected and designed to give students the necessary practice.

But what exactly do we mean by a case study? It may be anything from a one-sentence description on an event to a full scenario of events, including transcribed dialogue. A favourite format is giving students extracts from letters or other documents describing very different views of the same situation.

For teachers in training the Science Teacher Education Project (STEP) gathered together 20 such studies related to a fictional comprehensive school (Middowbank School, 1974). These titles include "Other People's Lessons", a blow-by-blow account, "Parent's Com-

plaints", and "Crime and Punishment—a staff disagreement".

There are several ways in which these can be used: the tutor could set a written assignment based upon it; the students could read it, individually prepare answers to the appended questions, and then compare and justify their answers in small groups; or they could role-play the part of the characters in unscripted drama.

The great appeal of even the simplest of such materials for students is worth examining, and although the above examples are concerned with teacher education, readers may like to consider their counterparts in other courses—particularly other professional courses.

One case study used in trials of STEP materials was called "If it happened to you...". It consisted entirely of short descriptions of critical incidents for discussion in small groups, under the general instruction: "What would you do and why?" Student responses to these small group discussions to almost invariably animated.

But what kind of learning is achieved by the resulting exchanges, and why do students find the task so absorbing?

Apart from the immediacy and relevance of incidents seen to be connected with discipline, the students found it a particularly useful opportunity to sort out their ideas and opinions, and they also very much enjoyed the social element of working together in groups. Tutors, incidentally, tended to underestimate the importance of these latter two considerations.

The next decade could see an explosion in the use of case studies in higher education.

John Haysom

The author is in the Faculty of Education, St Mary's University, Halifax, Nova Scotia.

Student records: hit or miss?

K. G. Collier discusses examples of data collecting systems

How effective are different types of further-education courses in preparing students to teach children to read? How effective are different types of courses in preparing students to exercise discipline in the classroom? How far is the influence of the courses dependent on the "atmosphere" or climate of relations in the institution? How will a three-year BEd course differ from a three-year certificate course in its professional effectiveness?

There are some of the questions which anyone involved in teacher-education must inevitably be asking, particularly in view of the massive reshaping of the system, and to which there are no adequate replies.

The Committee for Research into Teacher Education (CRITE) is a part of the Association of Teachers in Colleges and Departments of Education, the Universities Council for the Education of Teachers, and the National Foundation for Educational Research, with offices from the Department of Education and Science, the Social Science Research Council, Schools Council and the Society for Research in Higher Education, has been endeavouring to stimulate research in this field since 1969.

It has organized conferences, collaborated with SERC in arranging seminars on the planning of such research, and initiated the mapping of interest in setting up of data banks on student populations: if any comparisons are to be made between courses, information is needed on the characteristics of the students passing through those courses, and this must, for ready access, be stored on a computer.

The initiative in this respect was taken by Bede College, Durham, where a data bank of student records was set up in September 1969, under the direction of Dr R. P. Smith and with the assistance of Dr J. H. Good and Mr M. Bell of the Durham University computer unit.

The normal biographical information such as age, sex, education, home region, etc., were coded and put on the computer. With the help of the ADP Unit, and the DES, Dr Smith and his colleagues at college then wished to establish a computer system which would find it economical in time and manpower to adopt one of the two existing systems.

The assimilation of the teacher-education system to the further education system would create no problems for colleges of education that embarked on computerized records, since the records of student teachers

than the usual processing of record cards through the college administration for the DES.

In addition, the college academic board decided to obtain by means of standardized tests further information—not required or seen by the DES—on general intelligence and certain aspects of personality, which was also stored on the college tapes at the university computer. Close collaboration was established with student representatives from the outset and stringent safeguards maintained in regard to confidentiality.

Another approach to student records was initiated at Didsbury College, Manchester, by Mr F. Blockburn. The procedure was modelled on the Bede scheme but the primary object was to simplify the use of student data for normal college administration.

The biographical data of the incoming students were assembled and transferred to the computer before their entry to college and the computer has been used for producing all the usual lists required in college organization; students received a copy of the computer print-outs at entry and checked the accuracy of their records. They were subsequently given computer print-outs each year. These developments raise several questions which CRITE has set up a sub-committee to examine.

In the first place, the uses of such a system have yet to be fully explored. Students' addresses and course registrations, biographical details and progress records, information to the academic board on withdrawal, entry qualifications and so on—all this kind of information can be made more quickly and easily available from a data bank than manually.

Those people with experience of computer systems insist that it is only with use that the full potential will emerge. The research possibilities would be greatly enhanced by the existence of comparable records covering a number of colleges.

A second question raised by a number of colleges—over 100 representatives attended a conference organized by CRITE on data banks—concerns the procedure for authorizing college to set up a similar system. In the view of Dr Haysom and his colleagues at college then wished to establish a computer system which would find it economical in time and manpower to adopt one of the two existing systems.

The assimilation of the teacher-education system to the further education system would create no problems for colleges of education that embarked on computerized records, since the records of student teachers

required by the DES are much fuller than those of further education students.

The most controversial area of the development, however, is the inclusion of psychometric data in the data bank established at Bede College. When the college academic board decided on this aspect in 1969 it was envisaged that accredited persons would be concerned to investigate the comparative effectiveness or influence of different college programmes and activities, whether within Bede or among several colleges, and in any such comparisons it would be valuable to have not only basic biographical data on the student populations, but also information on general intelligence and personality.

Accordingly, AS4, Cattell's 16PF test and the Wechsler Intelligence Scale were used, and these of course, represent the area in which confidentiality is a sensitive point. But as time passed, and the anthropological model of educational research advocated by Parlett and Hamilton (Parlett, M. and Hamilton, D. *Evaluation as Illumination: a new approach to the study of innovative programmes* (Centre for Research in the Educational Sciences, University of Edinburgh, 1972) gained in credibility, doubt has been cast on the inappropriateness of psychometric data.

In my opinion the factors of general ability and personality orientation in any student remain important dimensions to be taken into account; but this is no longer accepted. Furthermore, those who would still accept the type of data used at Bede are not necessarily convinced that the particular tests adopted at Bede are the most suitable, or indeed that any such evidence should be assembled except in relation to a specific research project.

The difficulty of administering such tests and computerizing the results on an ad hoc basis is, however, a practical argument in favour of the present arrangement. Until now relatively little use has been made of the data bank either by internal investigators or by outside researchers.

But it must be recognized that vast changes in organization and curricula are taking place at the present time, and it is of great importance that those should be adequately monitored. Any monitoring of such large-scale changes would require certain basic information about the student population to be made available.

The author is the former principal of Bede College, Durham.

The machine in the examination room

The prime purpose of an engineering education is to develop a knowledge and understanding of the laws which govern natural processes and to foster the ability to apply this knowledge creatively to the physical solution of the problems of the human condition. It is the same time this learning should surely be developed in a technical environment which is at least as up to date as those being currently used in engineering practice.

There can be little doubt that current technical practice makes extensive use of electronic computers and calculators of all kinds for engineering calculations, and probably no office is without one or the other. The computer has naturally and easily found a secure place in undergraduate "courses" almost everywhere, but the use of the pocket calculator by students in examinations has met with a certain resistance, not least by some of the students themselves. It seems that this concern is ill-founded and based upon misconceptions about the advantages to be gained and the difficulties which may arise.

Two principal arguments are put forward against the use of calculators in university examinations. In the first place there is some concern that it could be unfair to allow those students with superior pocket-calculator equipment which could give them an advantage over the financially poorer slide-rule pushers. If indeed this were the case there would be a justifiable concern.

The apparently easy solution of officially supplying calculators to all students who demand them in examinations, poses problems of its own. It is not only a matter of cost, but also of the fact that the machine is not a neutral tool. It is a machine which can be used to do good or evil, and it is the responsibility of the user to ensure that it is used for the good.

examinations, poses problems of its own. It is not only a matter of cost, but also of the fact that the machine is not a neutral tool. It is a machine which can be used to do good or evil, and it is the responsibility of the user to ensure that it is used for the good.

Secondly, it has been suggested that the use of calculators in examinations will make it more difficult for the examiner to construct credible questions. Furthermore, it is argued, greater dangers will exist for the loss of marks due to the occurrence in scripts of gross errors which the examiner will find difficult to locate.

Certainly, by setting the limit of sophistication to the slide rule, one can restrict the examinee to an almost precisely defined place of apparatus, financially within the grasp of all, but at the cost of stifling progress and avoiding the familiarization with narrow technical niques. It would be a foolish student indeed who enthusiastically adopted a calculator for his everyday work only to have to discard it for the unfamiliar at the time when familiarity is paramount.

The examination question is not more difficult to set since the same concern with principles will always remain. The familiar "second part" of the question, based upon a numerical evaluation of a principle are understood, rather than simply memorized, is a matter of creating a logical process of calculation for solving the problem—a reasonable skill in the past, but now a more difficult one to teach and a more difficult one to assess.

The author is professor and head of the department of civil engineering at Southampton University.

One advantage we have learnt from outmoded machine calculation is the need to be very much clearer, less ambiguous and more logical in the organization of our calculations. It is now exposed that the slide rule is a very poor tool for the task of calculation, and the need for a more logical and accurate method of calculation is now more apparent than ever.

Therefore, for academic book publishers, composition is the greatest production expense, followed by binding and machining. Book publishers can reduce their costs in these areas by employing cheaper methods of production or by abandoning the conventional book in favour of micropublishing.

In the micropublishing part of the survey, the total operations of a number of firms were studied, rather than their individual projects. A. B. Veener and A. M. Mackie's Microform Market Place 1974/75 was used as the primary source for identifying UK micro-publishers. In all, 26 micro-publishers were interviewed or otherwise provided information for the survey. What a micropublisher is and what a micropublisher does can best be described by comparing certain functions of the book publisher with those of the micropublisher.

The major marketing divisions of the book publishing industry have been recognized as hardback, paperback and reprint publishing. Some book publishers will be instantly recognized as specializing in one of these functions by their imprint. On the other hand, micropublishing has not as yet been well defined.

Micropublishers, in general, are suppliers of information in microform, but if a micropublisher issues



Mary M. Nash examines the advantages and disadvantages of micro publishing for a possible answer to the financial plight of the academic publisher

Four drawcards the film business has over conventional publishing

The plight of the academic book publisher has been much debated in *The Times* over the past few months. To study the difficulties of publishing academic material and to see possible solutions to these difficulties was the purpose of a survey conducted this year among academic book publishers and micropublishers in the United Kingdom.

To the first stage of the survey, books were investigated. Using the *Aslib Book List* for 1974 as a guide, a sample of 110 books in the natural sciences and medicine issued by 36 publishers was chosen. The criteria for inclusion were that the book had to be cloth bound, first edition, originally published in the United Kingdom in 1973 or 1974. Only books of a tertiary academic nature were selected. It was felt that this type of book should be studied since it appeared to be a good candidate for eventual republication in microform, due to rising costs of reprinting in the conventional manner.

At the end of this stage of the survey, 34 questionnaires had been returned by 11 publishers. The data was computer analyzed and the results were converted to January 1973 prices by applying the Retail Price Index. All the books were compared with one another in terms of the cost of various operations of the publishing process expressed as a percentage of net sales receipts.

The average of each of these costs, expressed in percentages, over the 34 books was—

Total net sales receipts	100.00
Total production costs* (excluding binding)	27.20
Sub-editing	2.83
Composition and corrections	15.95
Machining	4.29
Binding	2.69
Jackets	1.52
Sundries	1.83
Total publishing overheads	45.75

Editorial overheads 7.71
Promotion 6.55
Distribution and warehousing 10.02
Office overheads 10.92

The above table excludes taxes and depreciation on inventory. Royalties are also excluded since this cost was given as a percentage of the list price in each case. Since the cost of each individual item was not given for each book these items do not add together to equal total production cost or publishing overheads. Binding costs were excluded from total production costs since publishers vary as to the number of copies of each print run to bind.

Therefore, for academic book publishers, composition is the greatest production expense, followed by binding and machining. Book publishers can reduce their costs in these areas by employing cheaper methods of production or by abandoning the conventional book in favour of micropublishing.

In the micropublishing part of the survey, the total operations of a number of firms were studied, rather than their individual projects. A. B. Veener and A. M. Mackie's Microform Market Place 1974/75 was used as the primary source for identifying UK micro-publishers. In all, 26 micro-publishers were interviewed or otherwise provided information for the survey. What a micropublisher is and what a micropublisher does can best be described by comparing certain functions of the book publisher with those of the micropublisher.

The major marketing divisions of the book publishing industry have been recognized as hardback, paperback and reprint publishing. Some book publishers will be instantly recognized as specializing in one of these functions by their imprint. On the other hand, micropublishing has not as yet been well defined.

material previously published in conventional form, he should really be called a micro-republisher. Eleven of the 26 micropublishers in the survey were strictly in this category with the remainder doing some republishing but mostly issuing original materials in microform. Those original materials are considered unsuitable for publication in conventional book form due to excessive bulk, complexity or minority interest. Many firms and institutions are considered micropublishers but only for a few micropublications. Among the micropublishers surveyed are libraries, newspaper, book and periodical publishers, learned societies, government departments and service bureaux.

In obtaining original materials for publication, micropublishers and micro-republishers must follow essentially similar routes. Today's academic book publisher increasingly commissions works to be written by selected prospective authors and less than one-third of the work is now being published than was formerly the case.

Even more than in the conventional book publishing, the micropublisher must actively solicit the desired material from authors, libraries or individuals. Most original projects of a micropublisher come to fruition only after long and patient negotiation. Many authors are still reluctant to consider microforms as a suitable medium for original publication.

With libraries or individuals, the micropublisher must continually assure the owner of the text of the economic advantages, corporate or personal, of allowing the material to be published in microform. In the sub-editing, design and composition stages of publishing, both types of publishers can face the same total expenses and problems, despite differences in their medium. If the micropublisher's original project consists of unedited, unpublished materials such as historical manuscripts, which should be kept in their original form, he might face additional editorial expenses in supplying introductory essays or guiding materials to the work.

Some are the days when material was simply microfilm and so, without any scholarly editing or evaluation of the work being attempted. Composition charges, as we have seen, are the academic book publisher's greatest production expense. The micropublisher, however, has many options open to him in regard to composition because for him the method of printing off is independent of the chosen composition method.

It is in the production stage that the micropublisher gains his first definite economic advantage. The book publisher, by the very nature of his activity, engages in edition publishing and must produce a certain number of copies in one operation for the venture to be practically as well as economically feasible. But a micropublisher needs only to make a master copy of his project and can avoid definite costs before making any more copies, thus operating as an on-demand system of publishing.

Today very few book publishers carry out their own production but of the 26 micropublishers surveyed, 11 do their own filming and processing. Where they do not do so it is often difficult to carry out on-demand publishing since the service bureau's sliding scale of charges militate against it. Binding need not concern the micropublisher to the same extent as the book publisher, although the cost of a reel of microfilm and envelopes for microfiche must be taken into consideration in costing the operation.

In considering publishers' costs for such overheads as storage and distribution, micropublishers win again, due to the compactness and portability of their product as well as the method of reproducing copies. Micropublishers need only to hold the master copy in order to reproduce, on request, as many copies as the market requires.

The author is studying for an M Lib at the College of Librarianship, Wales.



The micropublisher's art—reproduction of First World War poster.

function requires probably fewer operators in the case of the micro-medium for publication due to its inherent advantages. A good inexpensive portable reader is still not on the market. Other disadvantages are the lack of standardization in the industry, weak bibliographic control of the medium and copyright problems.

only considered as a secondary medium for publication due to its inherent advantages. A good inexpensive portable reader is still not on the market. Other disadvantages are the lack of standardization in the industry, weak bibliographic control of the medium and copyright problems.

400,000 volumes on microfiche available from stock

IDC has been filming rare materials for you on microfiche, from rich libraries in Europe and North America, for 17 years. There are monographs and serials in almost every field. The selection of titles has been done by specialists at the invitation of IDC.

The catalogues for the various subjects are available free of charge. (See below.)

Unlike many other microform publishers, IDC offers separate monographs and even separate volumes of serials.

All of IDC's microfiche editions are positive copies on quality silver film. The fiches are supplied in plastic boxes for easy storage. And each fiche comes in a protective filing envelope. All that for about one cent a page!

Please feel free to request information and/or catalogues in your field. We will also supply you with a sample microfiche and a booklet introducing microfiche and IDC.

INTER DOCUMENTATION COMPANY AG POSTSTRASSE 14 ZUG SWITZERLAND

Form for free catalogues

I would appreciate receiving the catalogues in my field, as indicated, together with the booklet about microfiche and a sample microfiche, all without obligation.

<input type="checkbox"/> Chemistry/Physics	<input type="checkbox"/> Political science	<input type="checkbox"/> Interdisciplinary fields:	<input type="checkbox"/> Near/Middle East/North Africa
<input type="checkbox"/> Botany	<input type="checkbox"/> Education	<input type="checkbox"/> Russia	<input type="checkbox"/> Africa south of the Sahara
<input type="checkbox"/> Zoology	<input type="checkbox"/> History of art	<input type="checkbox"/> Eastern Europe	<input type="checkbox"/> North America
<input type="checkbox"/> Geology/Paleontology	<input type="checkbox"/> Musicology	<input type="checkbox"/> East Asia	<input type="checkbox"/> Latin America
<input type="checkbox"/> Astronomy/Mathematics	<input type="checkbox"/> Philosophy	<input type="checkbox"/> Inner/Central Asia	<input type="checkbox"/> Arctic and Antarctic studies
<input type="checkbox"/> Geography	<input type="checkbox"/> Theology/Religion	<input type="checkbox"/> South Asia	<input type="checkbox"/> Pacific studies
<input type="checkbox"/> Economics	<input type="checkbox"/> Philology/Linguistics		
<input type="checkbox"/> Law	<input type="checkbox"/> Archaeology		
<input type="checkbox"/> Sociology	<input type="checkbox"/> History		
<input type="checkbox"/> Statistics	<input type="checkbox"/> Psychology		
<input type="checkbox"/> Anthropology	<input type="checkbox"/> Medicine		
<input type="checkbox"/> Ethnography/Demography	<input type="checkbox"/> Genealogy		

Please send this form to:

IDC AG, Poststrasse 14, 8300 Zug, Switzerland.

Name _____
Department _____
University _____
Address _____
Country _____

What is MR?

Microform Review is the only periodical that reviews micropublications for the educational community. In addition, MR reviews micrographics equipment and accessories as well as offering articles on the use of microforms and equipment in the library environment.

Published quarterly. Allen B. Veener, editor. Price: \$25.00 (\$2.00 additional for postage outside of USA).

MR MICROFORM REVIEW
P.O. BOX 1297 / WESTON, CONN. 06890 / USA

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education

Colleges and Departments

of Art
Administration
Overseas
Government
Industry
Adult Education
Librarians
General Vacancies

Appointments wanted

Other classifications
Announcements
Exhibitions
For Sale and Wanted
Courses
Holidays and Accommodation
Typing and Duplicating

Universities

The British Council

King Fahd University, Dammam, Saudi Arabia

Course Team for a Programme of

Communication Skills in English

For first year students in the Faculties of Agriculture, Architecture (from 1975-77) and Medicine (1976-77). Applications are invited for the following posts:

- 1. Deputy Director, required for January 1978
- 2. Spadellat in Science Education, January 1978
- 3. Course Tutor and Materials Designer (Architecture), January 1978
- 4. Course Tutor and Materials Designer (Medicine), August 1978
- 5. Course Tutor and Materials Designer (Medicine), August 1978
- 6. Assistant Project Engineer, August 1978

CANDIDATES: Men only except Post 9 or 10 which will require a woman tutor, responsible for women students. Satisfactory qualified and experienced graduates required except Post 12 for which experienced non-graduates may apply.

SALARIES: Post 2 £8,244-£8,804 pa
Post 3 £5,336-£6,084 pa
Post 4 £4,980-£5,524 pa

BENEFITS: Allowances £750-£1,600 according to marital status. Free furnished accommodation; travel costs; outfit and baggage allowance; passage paid annual home leave. Contracts, 18 months for January appointments, one year for August appointments, possibly renewable.

Further particulars and forms of application obtainable from Overseas Educational Appointments Department, The British Council, 55 Davies Street, London, W1V 2AA. Please quote reference 76 AU 107-110.

School of Oriental and African Studies

University of London

Appointment of Director

Following a decision by Professor Sir Cyril Philips to retire from the Directorship of the School by the end of the current academic year, the Governing Body is seeking to appoint a successor to take office, if possible, by the beginning of the academic year 1979/80. Anyone wishing to be considered is invited to obtain further particulars from the Secretary of the School, Appointment of Director, School of Oriental and African Studies, Melet Street, London WC1E 7HP. The closing date for the receipt of applications is Friday, 20 February 1979.

All communications concerning the Directorship should be sent under Personal and Confidential cover to the Secretary, School of Oriental and African Studies, Melet Street, London WC1E 7HP. The closing date for the receipt of applications is Friday, 20 February 1979.

BIRMINGHAM

THE UNIVERSITY

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

UNIVERSITY OF EAST ANGLIA

NORWICH

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LOUGHBOROUGH

UNIVERSITY OF TECHNOLOGY

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

LECTURESHIP

The British Council

invites applications for the following posts:

Teacher of English (Algeria)

Institut National de la Productivité et du Développement Industriel, Algiers.
Degree, Postgraduate TEFL qualification and experience in ESP.
Salary: £5,400-£6,720 p.a.
One-year contract, renewable. 75 CO 151

Lecturer in English (Algeria)

Institut de Technologie de l'Éducation in Constantine. Graduates with TEFL qualification and experience. Knowledge of French essential.
Salary: £2,746-£4,264 p.a.
Benefits: Overseas allowances. Two-year contract. 75 CO 123

Lecturer in English (Algeria)

University of Constantine. Degree, postgraduate qualification in Linguistics or Methodology and experience in TEFL. Knowledge of French essential.
Salary: £2,746-£4,264 p.a.
Benefits: Overseas allowances. Two-year contract. 75 CU 99

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quota relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

AUSTRALIA

AUSTRALIAN NATIONAL UNIVERSITY

RESEARCH SCHOOL OF SOCIAL SCIENCES

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

RESEARCH FELLOW

AUSTRALIA

UNIVERSITY OF WESTERN AUSTRALIA

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

CHAIR IN THE DEPARTMENT OF COSMOS

Universities continued

AUSTRALIA

JAMES COOK UNIVERSITY OF NORTH QUEENSLAND

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

LECTURESHIP IN PHYSICS

